



NSSE

National Survey of
Student Engagement

Experiences That Matter: Enhancing Student Learning and Success

Annual Report 2007



National Survey
of Student Engagement

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*"NSSE is an institution's most trustworthy lens
for seeing deeply into the quality of students'
experiences. Its results translate directly into
plans for action and strategies of reform
and transformation."*

— Lee S. Shulman, President, The Carnegie Foundation
for the Advancement of Teaching

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The National Survey of Student Engagement (NSSE) documents dimensions of quality in undergraduate education and provides information and assistance to colleges, universities, and other organizations to improve student learning. Its primary activity is annually surveying college students to assess the extent to which they engage in educational practices associated with high levels of learning and development.



NSSE Turns Ten: Retrospective and Prospective

Conceived at a meeting of higher education leaders at the Pew Charitable Trusts in February 1998, the National Survey of Student Engagement (NSSE) will soon mark its first decade. The problem confronting that group was to provide sound evidence for the effectiveness of undergraduate teaching and learning that could be used to both help colleges and universities improve, and to provide a new “lens” for looking at college quality that could help prospective students and the public get beyond prevailing resource and reputation-based measures like the rankings of *U.S. News & World Report*. Helping NSSE get started as chair of the Design Team in 1998 remains one of the most personally and professionally satisfying assignments I have been given in my career.

A lot has happened in the ensuing decade—both for higher education and for NSSE. From the widest perspective, 9/11 shocked us into recognizing the many ways in which our fate is bound up with that of the rest of the world. Narrowing the perspective slightly, this decade also saw us lose our accustomed place as the most highly educated country in the world. Meanwhile, in *The World is Flat*, Tom Friedman (2005) pointed out the many ways our lives and economies are inextricably intertwined across the world, emphasizing the urgent need to educate more of our citizens to maintain current standards of living and compete effectively in the global economy. At the most basic level, the consternation about this in public policy circles is stoking the strident tone of many calls in recent years that colleges and universities become more accountable.

Since 1998, we have also learned a great deal more about how students learn in college. NSSE, as originally conceived, rests on systematic studies of student learning and development linked empirically to student experiences and behaviors compiled over forty years. In designing a new vision of quality, we wanted to be sure that the practices we called attention to as “engagement” really mattered for student learning. That philosophy has guided NSSE ever since. But as we learn more from cognitive science, the resulting insights confirm the efficacy of the kinds of things NSSE measures. More importantly, they help illuminate *why* these practices and experiences are so powerful and exactly *how* they work. At the same time, they underscore the varied paths that individual students pursue when making meaning of the same subject matter. Finally, they call attention to the need to better understand what our colleagues in the U.K. call “deep learning” or “learning for understanding”—the ability to recall and synthesize knowledge from a wide range of disparate sources and apply it to a complex problem.

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Looking back on this period also reminds us of how much NSSE has grown. The core survey has been joined by other tools that considerably enhance an institution’s ability to use results for improvement. Used in combination, NSSE and the Faculty Survey of Student Engagement (FSSE) provide a powerful way to engage faculty in serious thinking about curriculum and pedagogy. Similarly, the new Beginning College Survey of Student Engagement (BCSSE) allows colleges and universities to undertake sophisticated longitudinal studies that can reveal detailed patterns of development for different kinds of students. Just as important, NSSE data have grounded a significant and growing literature on college student growth and development that both advances the field’s “basic science” and can readily support improvement. The NSSE Institute, meanwhile, conducts the kind of in-depth inquiries required to understand the all-important qualitative and cultural dimensions of fostering student success. Indeed, NSSE as an enterprise consistently exhibits the quality of “positive restlessness”—the relentless organizational habit of constantly trying to do more things better—that *Student Success in College* highlighted as an attribute of high-performing colleges (Kuh, Kinzie, Schuh, Whitt & Associates, 2005).



Indiana University Bloomington



St. Cloud State University

Anniversaries are a time to take stock. In the light of a decade of change and with considerable increases in capability, what are NSSE's most important assets and how should they change to meet the future? In answer to the first question, I believe that four key features of NSSE are fundamental to its success and must be continuously renewed in the decade ahead. All of them, I'm happy to report, were prominent in the deliberations of the NSSE Design Team from the beginning.

- **Research Base.** Above all, NSSE is credible because it rests on an extensive body of research. The original rule of thumb used by the Design Team in 1998 was that the experience represented by each item on the survey be empirically linked to gains in student learning. And since the survey's inception, NSSE staff has taken every available opportunity to validate it by linking NSSE results with direct measures of student learning and development. Maintaining and updating this research base is critical. As new modes of instruction emerge, we need to know what "engagement" looks like for each of them. And we need to continue to search for conditional effects that tell us what works for different kinds of students under different circumstances.

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- **Third-Party Sampling and Administration.** Another important element of NSSE's public credibility is the fact that colleges and universities do not administer the survey themselves. This was another pillar of the Design Team's work because one of NSSE's original objectives was to produce public benchmarks of institutional quality based on an acceptable response rates, consistent administration, and proof against manipulation by institutions. Indeed, one of the most important strengths of Indiana University's original bid to Pew to administer the NSSE pilot was the involvement of its Center for Survey Research. The Center has continued to deliver excellent service, and each year has pushed the state of the art in Web-based surveys. But the job is getting harder. Survey response rates are falling in all fields, especially among young people. Overcoming this challenge will be one of NSSE's biggest jobs in the years to come.
- **"Institutional Research in a Box."** Providing institutional users a "turnkey" service that would give them an important institutional research capability at low cost and with little institutional overhead was another original requirement set by our Design Team. Although third-party survey administration was chosen primarily to boost NSSE's validity and credibility, it had the additional salutary effect of making it easy for any college or university to run a sound student survey. NSSE institutional reports are the best of their class with respect to coverage and ease of use. And they are supplemented by a range of additional tools and templates for presenting findings and incorporating them into processes like accreditation. Finally, NSSE staff generate tailored analyses or create customized peer groups on demand. Extensive as they currently are, all these services could be enhanced. One area in which institutions need more help, for instance, is how to conduct long-term longitudinal studies linking NSSE, BCSSE and FSSE results, student record information, and available data on student learning outcomes.

- **A Vital User Community.** Finally, the Design Team recognized from the beginning that whatever impact NSSE ultimately could have would be a function of how and toward what ends institutions used the survey findings. Beginning with the two pilots conducted in 1999, institutional users have been an important part of NSSE's intellectual capital. They have unceasingly made suggestions for improvement, attended lively user group gatherings at higher education meetings across the country, and exhibited an uncommon willingness to take part in experiments. Indeed, some of the most important components of the enterprise today—FSSE, for example—arose directly from trying out new ideas at participating campuses. As institutions continue to experiment with ways to use and improve NSSE in the coming years, harnessing this growing body of collective wisdom will become more important than ever. This may entail greater use of Web forums and virtual interchange as well as campus visits and face-to-face meetings.

The biggest immediate challenge is how to walk the current accountability tightrope responsively and responsibly.

These assets will be of considerable value as NSSE enters its second decade of championing change in higher education. Probably the biggest immediate challenge is how to walk the current accountability tightrope responsively and responsibly. This topic was the centerpiece of Doug Bennett's Foreword to last year's *Annual Report*, and the situation is even more complicated today. Since then, NSSE has had the dubious distinction of being named as an accountability measure in the report of the Secretary of Education's Commission on

"NSSE is becoming increasingly helpful in improving student success and building public confidence in the commitment of colleges and universities to improve teaching and learning."

— Paul E. Lingenfelter, President, State Higher Education Executive Officers

the Future of Higher Education and is emerging a prominent candidate measure in the Voluntary System of Accountability (VSA) being promoted jointly by the National Association of State Universities and Land-Grant Colleges (NASULGC) and the American Association of State Colleges and Universities (AASCU). When Russ Edgerton of the Pew Charitable Trusts funded the development of NSSE a decade ago, his hopes were that the instrument would become a new arbiter of quality for higher education in America. Clearly this is happening and we should be grateful for this growing prominence.

But with prominence comes responsibility. On the one hand, I firmly believe that all institutions participating in NSSE should make their NSSE benchmark data public—a position that I have held since the establishment of NSSE. A major reason why we are in our accountability pickle today is the perception that colleges and universities are not forthcoming about performance. We need to be proactive in reversing this perception and, if problems are revealed, we need to be aggressive in letting people know that we are aware of them and are taking steps to change the situation. On the other hand, we need to be aware of the limits of our data and not use them in inappropriate ways. Mindless scorecards and conclusions based on miniscule differences in performance will not help anybody.

A second challenge we face as NSSE enters a new decade is to more fully harness its potential to dig deeper into the college experience. In their Foreword to the first *Annual Report* in



California State University, Chico

2000, Russ Edgerton and Lee Shulman rightly cautioned us about making too much of NSSE results in that first year because we needed to understand more about the underlying stability of NSSE scores and what the instrument was actually measuring. While this will always be good advice, eight years of active administration and a simultaneous program of associated validation research has pretty well wrung out the bugs. Accordingly, we can move with greater confidence in using NSSE to guide institutional improvement and in basic research.

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One promising direction here, already begun, is to continue to pursue conditional effects and important differences in experience among college student populations. Inside the central tendency measures presented in most reports is remarkable variation across students with respect to their experiences. Addressing the important question of why so many similar students can have such vastly different “educations” at the same institution is critical if we want to improve intentionally and systematically. Understanding and investigating variances as well as central tendencies may also help identify truly high-performing institutions—those that score well on a given item or benchmark but also exhibit a tight enough distribution of scores that we can be sure that most students are affected. These and many other analytical directions await the NSSE community as it begins the next ten years.

I would like to close by paying tribute to George Kuh, who will step down as NSSE’s leader in January 2008. From the earliest days of the enterprise, NSSE and George have been synonymous. His uncanny ability to anticipate new developments in higher education and to recruit the absolute best talent to staff NSSE and its many offspring are capacities we have learned to count on. As the “public face” of NSSE, he has been ubiquitous, enthusiastic, and wise. Thank you, George.

Peter T. Ewell
Vice President
National Center for Higher Education Management Systems
(NCHEMS)



Eastern Connecticut State University

“Everyone wants a tool that really works. NSSE results provide faculty and staff with information they can readily use to strengthen the learning environment.”

— David E. Shulenburger, Vice President for Academic Affairs, National Association of State Universities and Land-Grant Colleges

If We Could Do One Thing...

More than anything else, being an educated person means being able to see connections that allow one to make sense of the world and act within it in creative ways. Every one of the qualities I have described here—listening, reading, talking, writing, puzzle solving, and truth seeking, seeing through other people's eyes, leading, working in a community — is finally about connecting (Cronon, 1998).

Over the last decade I've visited scores of campuses to meet with faculty, administrators, student affairs staff, trustees, and – on fewer occasions than I would like – students. Across all of these groups, the most asked question is, “What is the one thing we should do to increase student engagement and success on our campus?”

In the first few years of NSSE I avoided answering this question for two reasons. First, we hadn't yet learned enough from NSSE to be confident about whether certain educational programs and activities were more important to student success than others. Just about every behavior and institutional condition represented on the NSSE survey is positively linked to desired outcomes of college, so calling attention to one set of activities seemed counterproductive. A second reason for hedging on an answer was that decades of research showed that student development is a cumulative process shaped by many events and experiences, inside and outside the classroom. Recent research on the relationships between student characteristics, engagement, and outcomes adds an additional layer of complexity to our understanding; some students appear to benefit more than others from the same educational programs or practices, all things considered. Peter Ewell mentioned these conditional effects in the Foreword and we devoted a fair amount of attention to some related findings in last year's NSSE *Annual Report*.



University of Michigan

At the same time, there is growing evidence that – when done well – a handful of selected programs and activities appear to engage participants at levels that boost their performance across a variety of educational activities and desired outcomes such as persistence. The Association of American Colleges and Universities listed ten of the more promising “high impact” practices in its 2007 report, *College Learning for a New Global Century*. They include first-year seminars, common intellectual experiences, learning communities, service learning, undergraduate research, study abroad and other experiences with diversity, internships, and capstone courses and projects.

What is the one thing we should do to increase student engagement and success on our campus?

Why Some Education Practices Are Unusually Effective

Effective educational practices are marked by six conditions.

First, they typically demand that students devote considerable amounts of time and effort to purposeful tasks; most require daily decisions that deepen students' investment in the activity as well as their commitment to their academic program and the college. For example, consider a writing-intensive first-year seminar with 25 or fewer students that is team-taught by a faculty member (who also is the advisor for the students in the seminar) and an upper-division peer mentor or instructor. The composition of the instructional team coupled with the size of the course ensures that every student will get to know at least one faculty member well in the first year of college in addition to the other students in the class. Advising is no longer a once-a-semester meeting with a person a student hardly knows, but an on-going set of conversations about issues the student is facing in real time. Because it is writing-intensive, students must also put forth more effort, but they also benefit more, especially when they get frequent feedback from both the faculty member and the peer mentor.

Second, the nature of these high impact activities puts students in circumstances that essentially demand they interact with faculty and peers about substantive matters, typically over extended periods of time. A human-scale first-year seminar makes anonymity impossible, fosters face-to-face interaction, and fuels feedback. Student-faculty research and collaborative problem-based assignments in the context of a course set the

stage for developing a meaningful relationship with another person on campus – faculty or staff member, student, co-worker, or supervisor. These and other high impact practices put students in the company of mentors and advisors as well as peers who share intellectual interests and are committed to seeing that students succeed.

Third, participating in one or more of these activities increases the likelihood that students will experience diversity through contact with people who are different than themselves. Study abroad or other cross-cultural experiences are natural venues for this to happen. But so are learning communities, courses that feature service learning, internships, and field placements. These experiences often challenge students to develop new ways of thinking about and responding immediately to novel circumstances as they work side-by-side with peers on intellectual and practical tasks, inside and outside the classroom, on and off campus.

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Fourth, even though the structures and settings of high impact activities differ, students typically get frequent feedback about their performance in every one. Working with a faculty member on research, having a paper checked by a peer writing tutor prior to turning it in, and getting one's performance evaluated by the internship supervisor are all rich with opportunities for immediate formal and informal feedback. Indeed, because students perform in close proximity to supervisors or peers, feedback is almost continuous.

Fifth, participating in these activities provides opportunities for students to see how what they are learning works in different settings, on and off the campus. While internships and field placements are obvious venues, service learning and study abroad require students to work with their peers beyond the classroom and test what they are learning in unfamiliar situations. Similarly, working with a faculty member on research shows students first-hand how experts deal with the messy, unscripted problems that come up when experiments do not turn out as expected. A well-designed culminating experience such as a performance or portfolio of best work can also be a springboard for connecting learning to the world beyond the campus.



Miami University (OH)

Finally, it can be life changing to study abroad, participate in service learning, conduct research with a faculty member, or complete an internship or other field experience such as student teaching. That is why doing one or more of these activities in the context of a coherent, academically challenging curriculum that appropriately infuses opportunities for active, collaborative learning increases the odds that students will be prepared to – in the words of William Cronon – “just connect.” Such an undergraduate experience deepens learning and brings one's values and beliefs into awareness; it helps students develop the ability to take the measure of events and actions and put them in perspective. As a result, students better understand themselves in relation to others and the larger world, and acquire the intellectual tools and ethical grounding to act with confidence for the betterment of the human condition.

My Answer

So, today when I am asked, “What one thing can we do to enhance student engagement and increase student success?” I have an answer. I say make it possible for every student to participate in *at least two high impact activities* during their undergraduate program, one in the first year, and one later related to their major field. The obvious choices for the first year are first-year seminars, learning communities, and service learning. A common intellectual experience should be a non-negotiable organizing principle for these early college activities. In the later years of college, study abroad, internships and other field experiences, and a culminating experience are all possible. Certainly students can do other things during college that confer similar kinds of benefits – writing for the student newspaper, working in an office or program on campus, participating in an honors program, being a leader for a student

organization or campus committee, and playing intercollegiate athletics to name a few. But these opportunities – with the exception of working on campus – often are limited to small numbers of students, especially on large campuses.

Make it possible for every student to participate in *at least two high impact activities* during their undergraduate program, one in the first year, and one later related to their major field.

If faculty and staff made these and other effective educational practices more frequently available throughout the institution, perhaps colleges and universities could do a better job in helping students compensate for shortcomings in academic preparation and create a culture that fosters student success. But left to their own devices, many students and faculty members may not do these things. Educationally effective institutions recognize this and create incentives to induce purposeful behavior toward these ends. Depending on the circumstances, some institutions, for example, assign all students to a learning community, require two or more writing-intensive courses in all majors, and expect students to do some form of culminating senior experience, such as a field placement, internship, or capstone project or paper. We provided examples of what these look like in different institutional settings in *Student Success in College: Creating Conditions That Matter*.

While high impact practices are appealing for the reasons just outlined, to engage students at high levels, these practices must be done well as I emphasized earlier. In addition, institutions must scale them up so that enough opportunities are available across all of them so that every student has a real chance to participate.



Bellarmino University

Although these and other high impact practices are promising, more information is needed about their structural features, and whether certain types of students are more likely to take advantage of them and how they benefit from the experience. To gain greater clarity on the relationship between these practices and educational gains, in 2007 we added experimental questions to the NSSE online survey to learn more about learning communities, student-faculty research, students who do independent research, study abroad, and various forms of culminating senior experiences. The results show, for example, that:

- Students who do a capstone seminar that required a final product or performance gain more in desired areas compared with their peers who did not.
- Time on task continues to matter, in that students who devote more time to an inquiry activity benefit more; students who meet with their advisors at least twice a year are more satisfied with their college experience.
- Faculty guidance and feedback enrich learning, at least in terms of student self-reported gains.

Later in this *Annual Report* we expand on these and other instructive findings about the nature and impact of educationally effective activities.

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There is, of course, much more to learn about how engagement in various activities by different populations of students in different educational settings affects student learning and success. As with between- and within-institution differences on measures such as NSSE, the variance *between* groups of students, such as men and women or African Americans and Latinos, is almost certainly going to be less than *within* the groups. That is, while it may appear that on average students in one group seem to benefit more from certain practices or experiences, it is also the case that *among students in the group that appears to have the advantage, some students benefit less than the average student in lower-performing groups*. Researchers ignore this fact with their penchant for focusing on what are often small, albeit statistically significant differences between groups.

It behooves us all to focus more on within-group differences in order to determine if we can identify the circumstances that help explain why such differences exist and attempt to tease out the elements of programs and practices that are particularly



Northern Arizona University

effective with lower-performing students. Only then are we likely to increase the numbers of students who engage at meaningful levels in purposeful educational activities so that they attain their educational and personal objectives and acquire the skills and competencies demanded by the challenges of the 21st century.

NSSE 2007

Although 2007 was the eighth annual NSSE survey cycle, it also was a year of a fistful of “firsts”:

- Record number of schools participating in NSSE – 610
- Record number of schools administering the Faculty Survey of Student Engagement (FSSE) – 162
- Inaugural administration of the Beginning College Survey of Student Engagement (BCSSE) with 127 colleges and universities taking part
- NSSE results and other information available to participating schools via downloads from a secure Web site
- A NSSE-USA *TODAY* initiative to encourage responsible public reporting of student engagement and other meaningful indicators of collegiate quality
- The launch of the Australasian Survey of Student Engagement under a special license agreement with NSSE.

The following pages present additional highlights from the 2007 NSSE, FSSE, and BCSSE projects. As is our custom, we summarize key findings from the core survey and report the benchmarks for effective educational practice by institutional type. We also illustrate how different types of colleges and universities are using their NSSE data and summarize ongoing efforts of the NSSE Institute for Effective Educational Practice. In addition, we feature results from experimental questions about advisors and the role of family members. It may surprise some

to learn, for example, that students who have the most frequent contact with their parents – including a family member who has intervened to solve a problem for them at their school – are at least as engaged and often more engaged in many educationally purposeful activities. The offspring of these so-called “helicopter parents” also report gaining more from their college experience, net of other factors such as parents’ education, institutional type, and so forth.

Last Words

It has been a career highlight and distinct privilege these past nine years to lead the NSSE project and nurture the growth of its siblings – FSSE, BCSSE and the Law School Survey of Student Engagement. In January 2008, Alex McCormick takes over the reins as NSSE director. Alex is currently a senior scholar at the Carnegie Foundation for the Advancement of Teaching and is superbly qualified to take NSSE to the next level. He is intimately familiar with NSSE, having served on its original Technical Advisory Panel and on the Community College Survey of Student Engagement National Advisory Board. Surrounding Alex will be an exceptionally talented, productive staff at NSSE and its key partner, the Indiana University Center for Survey Research. I shall be cheering them on and doing what I can to help, while I continue to direct the Center for Postsecondary Research and work with the NSSE Institute.

I am indebted to the past and present members of the NSSE National Advisory Board (NAB) for their advice and counsel which were essential to the success of the project. Russ Edgerton, while Education Program Director at the Pew Charitable Trusts, provided the initial investment to launch NSSE and helped keep the project on track as chair of the NAB. I am grateful to him and many others who played key advisory roles over time, chief among them Peter Ewell. If NSSE has a godfather, it is Peter. For me, he has been an unfailing source of wisdom and good cheer.

Finally, I salute the hundreds of higher education leaders whose support and desire to improve undergraduate education were critical to establishing NSSE as a valid, reliable assessment tool dedicated to providing actionable data. Equally important, NSSE users and like-minded others have made a difference in changing the way people think and talk about what matters to a high quality undergraduate experience. And that’s what we set out to do.

Together, we’ve accomplished a lot. But there are many more miles to travel. Let’s stay the course.

George D. Kuh
Chancellor’s Professor and Director
Indiana University Bloomington

Quick Facts

Survey

The annual NSSE survey is supported by institutional participation fees. The survey is available in paper and Web versions and takes about 15 minutes to complete.

Objectives

Provide data to colleges and universities to use to improve undergraduate education, inform state accountability and accreditation efforts, and facilitate national and sector benchmarking efforts, among others.

Partners

Established in 2000 with a grant from The Pew Charitable Trusts. Support for research and development projects from Lumina Foundation for Education, the Center of Inquiry in the Liberal Arts at Wabash College, Teagle Foundation, and the National Postsecondary Education Cooperative.

Participating Colleges and Universities

More than 1,458,000 students at nearly 1,200 different four-year colleges and universities thus far. Participating NSSE institutions generally mirror the national distribution of the 2005 Basic Carnegie Classifications (Figure 1).

Administration

Indiana University Center for Postsecondary Research in cooperation with the Indiana University Center for Survey Research.

Validity & Reliability

The NSSE survey was designed by experts and extensively tested to ensure validity and reliability and to minimize nonresponse bias and mode effects. For more information visit the NSSE Web site at www.nsse.iub.edu/html/2007_institutional_report/

Response Rates

In 2007, the average institutional response rate is 36%. The Web-only mode response rate (37%) exceeded that of the paper administration mode (33%).

Audiences

College and university administrators, faculty members, advisors, student life staff, students, governing boards, institutional researchers, higher education scholars, accreditors, government agencies, prospective students and their families, and high school counselors.

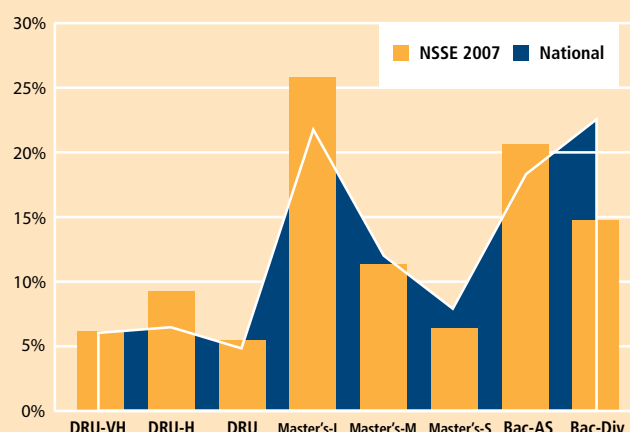
Participation Agreement

Participating colleges and universities agree that NSSE will use the data in the aggregate for national and sector reporting purposes and other undergraduate improvement initiatives. Colleges and universities can use their own data for institutional purposes. Results specific to each college or university and identified as such will not be made public except by mutual agreement.

Data Sources

Randomly selected first-year and senior students from hundreds of four-year colleges and universities. Supplemented by other information such as institutional records, results from other surveys, and data from the Integrated Postsecondary Education Data System (IPEDS).

Figure 1: NSSE 2007 Participating Colleges and Universities



Carnegie 2005 Basic Classifications

DRU-VH	Research Universities (very high research activity)
DRU-H	Research Universities (high research activity)
DRU	Doctoral/Research Universities
Master's-L	Master's Colleges and Universities (larger programs)
Master's-M	Master's Colleges and Universities (medium programs)
Master's-S	Master's Colleges and Universities (smaller programs)
Bac-AS	Baccalaureate Colleges—Arts & Sciences
Bac-Div	Baccalaureate Colleges—Diverse Fields

Percentages are based on U.S. institutions that belong to one of the eight Carnegie classifications above.

www.carnegiefoundation.org/classifications/

Consortia & State or University Systems

Different groups of institutions (e.g., urban institutions, women's colleges, research institutions, Christian colleges, independent colleges, and technical schools) and state and university systems (e.g., California State University, Georgia, Indiana, Kentucky, Massachusetts, North Carolina, South Dakota, Texas, Tennessee, and Wisconsin) ask additional mission-specific questions. Some groups make arrangements to share unidentified institution-specific student-level responses.

Consortia 2000-2007

American Association of State Colleges & Universities
 American Democracy Project
 Arts Consortium
 Associated New American Colleges
 Association of American Universities Data Exchange
 Association of Independent Colleges of Art and Design
 Association of Independent Technical Universities
 Bringing Theory to Practice
 Canadian Consortium
 Canadian research universities (G10)
 Catholic Colleges & Universities
 Colleges That Change Lives
 Committee on Institutional Cooperation
 Council for Christian Colleges & Universities
 Council of Independent Colleges
 Council of Public Liberal Arts Colleges
 EDUCAUSE Center for Applied Research
 Flashlight Group
 Hispanic Serving Institutions
 Historically Black Colleges and Universities
 Intellectual Development and Civic Engagement Assessment
 Jesuit Colleges and Universities
 Mid-Atlantic Private Colleges
 Private Liberal Arts Colleges and Universities
 Teagle Grant Consortium
 Teagle Integrated Learning Consortium
 Urban Universities
 Women's Colleges
 Work Colleges



Scripps College

Cost

Institutions pay a minimum participation fee ranging from \$1,800 to \$7,800 determined by undergraduate enrollment.

Current Initiatives

The NSSE Institute for Effective Educational Practice is collaborating with The Policy Center on the First Year of College "Foundations of Excellence" project, the Wabash College National Study of Liberal Arts Education, Penn State's Spencer Foundation-funded "Parsing the First Year of College" project, and Teagle Foundation initiatives to advance "Value-Added Assessment of Student Learning" and explore the relationships between deep approaches to learning, critical thinking skills and dispositions, and reflective judgment.

Other Programs & Services

Beginning College Survey of Student Engagement, Faculty Survey of Student Engagement, Law School Survey of Student Engagement, NSSE Institute workshops, faculty and staff retreats, consulting, peer comparisons, norms data, and special analyses.

Benchmarks of Effective Educational Practice

- Level of Academic Challenge
- Active and Collaborative Learning
- Student-Faculty Interaction
- Enriching Educational Experiences
- Supportive Campus Environment

www.nsse.iub.edu/pdf/nsse_benchmarks.pdf

Selected Results

As noted earlier, nearly 300,000 students attending 587 U.S. four-year colleges and universities completed NSSE in spring 2007. The selected results reported in this section feature three themes based on information from the core survey and several sets of experimental questions appended to the Web version of the survey this year. The first theme, *Enriching High-Impact Experiences*, examines four of the activities George Kuh briefly described in his Director's Message: learning communities, research with faculty, study abroad, and culminating senior experiences. Table 3 (p.17) summarizes the strong positive effects associated with such activities in terms of self-reported gains in learning and development and engaging in deep approaches to learning, and Table 4 (p.18) presents the demographic characteristics of students who participated in these activities. In contrast to surface-level learning, deep-level processing emphasizes both acquiring information and understanding the underlying meaning of the information. Deep approaches to learning are important because students who use these approaches tend to earn higher grades, and retain, integrate and transfer information at higher rates.

The second theme, *Factors That Support Student Success*, looks at interactions students have with their academic advisor and with their family members and close friends. We also provide insights into engaged learning based on information from NSSE's companion instruments, the Faculty Survey of Student Engagement (FSSE) and the Beginning College Survey of Student Engagement (BCSSE).

Finally, in *Another Look at Gender*, we briefly explore gender differences in high school experiences and college expectations, and summarize findings from a study comparing men and women in science, technology, engineering, and mathematics.

Promising/Disappointing Findings

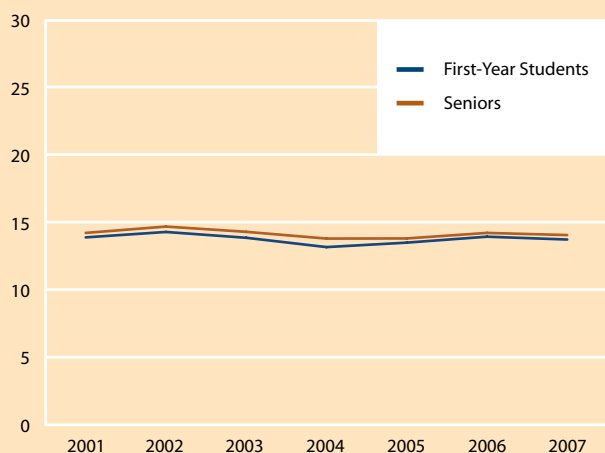
Promising Findings

- Students starting college expected to spend 50% more time preparing for class (18 hours) than relaxing and socializing (12 hours).
- The majority of students (75% of first-years, 67% of seniors) rated their academic advising as good or excellent.
- Students who took part in one or more "high-impact" practice such as a learning community, research with faculty, study abroad, and culminating senior experience reported greater levels of deep learning and greater gains in learning and personal development.
- Students who worked with a faculty member on a research project benefited more in terms of desired learning outcomes when the faculty member clearly explained expectations and provided feedback during and after the project.
- Almost two-thirds of seniors (63%) reported frequently trying to better understand someone else's views by imagining how an issue looks from another person's perspective.
- More than half (52%) of all seniors did a practicum, field experience, or clinical assignment, and an additional 23% intended to do so before they graduate.

Disappointing Findings

- The number of hours full-time students spend studying per week has remained constant since 2001 at about 13-14 hours, only about half what many faculty say is necessary to do well in their classes (Figure 2).
- First-generation and transfer students were much less likely than other students to participate in a high-impact activity such as a learning community, a research project with a faculty member, study abroad, or culminating senior experience.
- Only 29% of seniors at public institutions did a culminating experience, compared with 42% of their counterparts at private colleges and universities.
- About one in ten students never met with their advisor during the current academic year.
- More than half (54%) of all seniors never participated in a community-based project as part of their regular coursework.
- In their last year of college, half of all seniors did not write a paper or report longer than 20 pages; one in ten (9%) did not write a paper longer than 5 pages.

Figure 2: Average Hours per Week Spent Preparing for Class 2001 - 2007



Selected Results: Enriching High-Impact Experiences

Learning Communities

Participating in a learning community (LC) is associated with a variety of desirable learning and personal development outcomes, but not all students take part. Adult learners and first generation college students were less likely to participate in a LC; students who live on campus, full-time students, and members of Greek organizations were more likely (Table 4, p.18). After controlling for various background characteristics, the LC experience is positively correlated with both deep learning and gains in a number of areas (Table 3, p.17).

Because LCs take different forms, it is difficult to know which of their features is most effective. In 2007, NSSE developed a set of experimental questions to obtain additional information about learning communities where students take two or more classes together. About 2,800 respondents from 39 colleges and universities answered these questions.

Learning Community Characteristics and Student Engagement

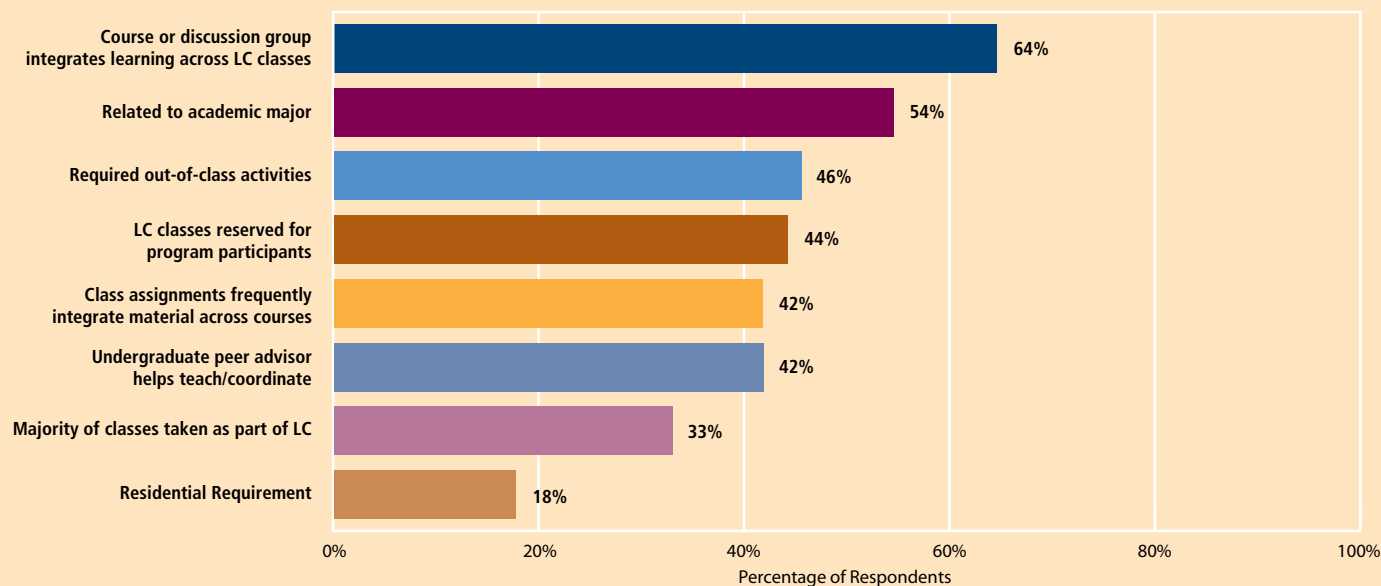
- Two thirds (64%) of the students said their LC included a course or discussion group designed to help integrate their learning across the LC courses (Figure 3).
- Students in LC programs that integrated material across courses—either by discussion group or class assignments—had higher scores on all five NSSE benchmarks.
- First-year students in LCs with undergraduate peer advisors reported more supportive campus environments.

Self-Reported Gains Attributed to Selected Learning Community Features

- When the LC included discussion groups and class assignments that frequently integrated material from LC classes, students reported gaining more across the three outcome domains, more frequently used deep approaches to learning, and reported an enriched social life.
- Requiring out-of-class activities as part of LC requirements for first-year students was related to substantial gains in self-understanding, deep learning, and an enriched social life.
- Assigning an undergraduate peer advisor to the LC instructional team was linked to greater gains in vocational skill development and an enriched social life.
- All things being equal, requiring first-year LC participants to live together on campus had a positive effect on the quality of social life and student-faculty interaction, but no discernable effects on engagement measures and the other selected outcomes.

These results, summarized in Table 1, p.15, suggest that LC faculty and staff should design structures and other program features that will maximize the chances that the LC experience will have the desired effects. For example, reserving classes only for students in the LC may not always be the desired effects.

Figure 3: Description of Learning Community Experience for First-Year Respondents (N=1,373)



Selected Results: Enriching High-Impact Experiences (continued)

Table 1: Learning Community Features and Selected Outcomes

	LC classes reserved for program participants	Majority of classes taken as part of LC	Courses or discussion group integrates learning across LC classes	Assignments frequently integrate material across courses	Undergraduate peer advisor helps teach or coordinate	Required out-of-class activities	Residential requirement
Student Engagement							
Academic Challenge ^a		--	++	+++		++	
Active & Collaborative Learning ^a			++	+++		+++	
Student-Faculty Interaction ^a	—	--	++	+++		+++	++
Enriching Educational Experiences ^a		--	+++	++		+++	
Supportive Campus Environment ^a	--	--	+++	+++	++		
Deep Learning ^a	—		+++	+++		+++	
Social Life ^b (Social opportunities, making close friends, and campus connectedness)	--	++	++	++	++	+++	++
Selected Outcomes							
General Education ^b (Writing, speaking, thinking critically)			+++	+++		++	
Understanding Self & Others ^b (Understanding diverse peoples and the development of values)	--		+++	+++		+++	
Vocational Skills ^b (Working with others, solving real-world problems, leadership skill development)	--		+++	+++	+	++	

^a Model controlled for all programmatic structures in addition to full-time enrollment, on-campus, age, gender, race/ethnicity, major, first generation college student, transfer and Greek.

^b Model controlled for all programmatic structures

^c One indicator signifies "trivial" effect sizes, two indicators signify "notable" effect sizes, and three indicators signify "substantial" effect sizes; "+" or "--" signs indicate either a positive or negative relationship between LC features and scales.

Research with Faculty

Students doing research with faculty are more likely to persist, gain more intellectually and personally, and choose a research-related field as a career. NSSE 2007 results show that they also more frequently used deep approaches to learning and report more learning and growth from their college years (Table 3, p.17). Yet, most students do not have such opportunities (Table 4, p.18). For example, seniors attending Baccalaureate Arts & Sciences colleges were more likely to work with a faculty member on research; while two fifths of the students majoring in biological and physical sciences had such an experience, only 10% of students in business had.

To better understand the experience of working with a faculty member on research, we asked experimental questions about the amount of time students devoted to the project, the nature of their activities and contributions, and what they gained from the experience.

The results reported here are based on 2,674 senior students at 63 institutions.

- More than one third (37%) of the seniors said that doing research with faculty was a course requirement, and more than one fifth (22%) reported it was a degree requirement.
- About a third (31%) said they initiated their involvement by asking a faculty member if they could join their research team, whereas three of ten students were invited by a faculty member to become involved.

The majority (55%) of students to a substantial degree used existing information available from libraries or the WWW (Figure 4), and almost half used data from a laboratory setting in their research projects. Relatively few students drew upon their creative, artistic impulses, probably because the majority of the students participating in research with faculty are from science and engineering fields.

We also asked students about the nature of their contributions to the research project and what they gained from the experience (Figure 5). The most common activities were collecting data, analyzing, and interpreting findings. Submitting a paper or presenting the findings to people other than the research team were not nearly as common.

An advantage of doing research with a faculty member is that students spend a fair amount of time in the company of faculty and learn firsthand how they think and deal with the inevitable challenges that crop up in the process. Perhaps as a result, students who received feedback during or after the project were more likely to report that their relationships with faculty were more friendly or supportive.

Students were asked to report when and for how long they conducted their research projects:

- Nine of ten seniors worked on the research project during a regular academic term, 13% worked during a January or May term, and 30% worked during summer.
- About a fifth of students spent more than 10 months on the project, a quarter devoted between 5-10 months, and 29% spent less than two months working on the research.

Not surprisingly, results show that *the more time students spent on the project, the better they came to understand the research process and the more they gained overall.*

Finally, we examined the relationships between different aspects of what students did when working with a faculty member on research and three types of deep learning activities (Table 2). Reviewing the literature and interpreting findings were the most strongly related to deep learning; data collection had the weakest relationship.

Figure 4: Substantial Data Sources Used in Student-Faculty Research

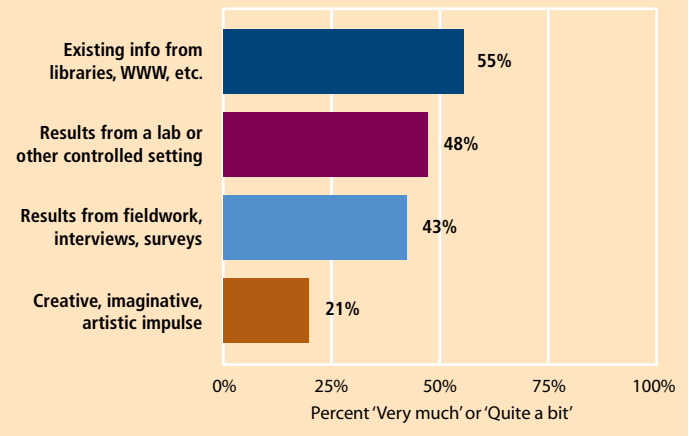


Figure 5: Seniors Reporting Substantial Contributions to Different Aspects of the Research Project

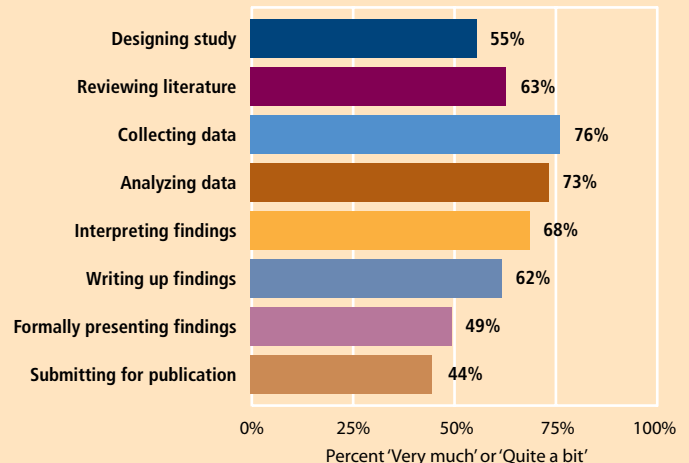


Table 2: Relationships between Student Contributions to the Research Project and Deep Learning Measures*

	Higher Order Thinking	Integrative Learning	Reflective Learning	Overall Deep Learning Scale
Designing study	0.17	0.22	0.14	0.22
Reviewing related literature	0.17	0.27	0.16	0.25
Collecting data	0.12	0.11	0.08	0.13
Analyzing data	0.19	0.18	0.12	0.21
Interpreting the findings	0.21	0.20	0.14	0.23
Writing up the findings	0.16	0.21	0.12	0.20
Presenting the findings beyond the research team	0.14	0.14	0.10	0.16
Submitting a paper or product	0.14	0.18	0.10	0.18

* Bivariate correlations (all significant at $p < .01$).

Selected Results: Enriching High-Impact Experiences (continued)

Study Abroad

Study abroad is an educationally enriching and potentially life-changing experience. Students who study abroad often expand their perspective on world affairs, better comprehend diverse cultures and languages, and grow in self-understanding. Overall, about one in six seniors responding in 2007 said they studied abroad. These students were more likely to:

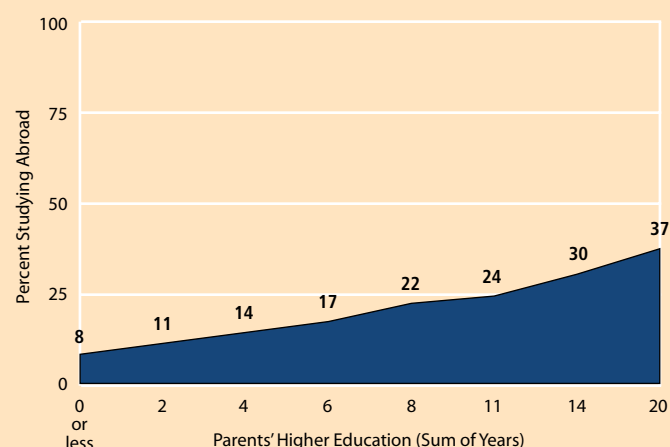
- Attend private, selective, Baccalaureate Arts & Sciences Colleges.
- Earn better grades in college.
- Be female and White.
- Have started college at their current institution.
- Major in the arts and humanities and the social sciences.
- Have parents with higher levels of education (Figure 6).

After controlling for a host of student and institutional characteristics, study abroad was moderately related to the three deep learning subscales, especially integrative learning and reflective learning, and self-reported gains in general education and personal-social development (Table 3).

In 2007 NSSE asked additional questions of 1,499 senior students from 58 colleges and universities about their experiences abroad including with whom they lived, how long they were abroad, the gains they attributed to this experience, and their engagement in college upon their return.

- Students who studied overseas engaged more frequently in educationally purposeful activities upon returning to their home campus, and reported gaining more from college compared with their peers who have not had such an experience.

Figure 6: Percent Studying Abroad by Parents' Education



- Students who lived with host nationals – in home stays or in dorms – benefited more in terms of integrative and reflective learning, and personal and social gains.
- The length of time spent overseas did not make a difference in the frequency with which students used deep learning approaches after returning to their campus or their self-reported gains.

It appears that the amount of time one is abroad is not as important as whether a student has such an experience. This suggests that there is value in increasing the number of short-term cross-cultural or “study away” opportunities for students who for some reason cannot be away from their home institution for an extended period of time. On many campuses this could include athletes, musicians, and those majoring in fields that have highly prescribed course-taking patterns.

Table 3: Effects of Participation in High-Impact Practices on Deep Learning and Gains ^a

		First-Year Students	Seniors		
		Learning Community	Research w/ Faculty	Study Abroad	Senior Capstone
Deep Learning Scales ^b	Deep Learning Overall	+++	+++	++	++
	Higher Order Thinking	++	++	+	++
	Integrative Learning	+++	+++	++	++
	Reflective Learning	++	++	++	++
Gains Scales	General Education	++	++	+	++
	Personal & Social Development	++	++	++	++
	Practical Competencies	++	++		++

^a Institution-level controls include Carnegie type, selectivity, and control; Student-level controls include gender, enrollment status, major, transfer status, parents' education, and grades.

^b For more information about the deep learning measures, see Nelson Laird, Shoup, & Kuh (2006).

+p<.001, ++p<.001, Unstd B >.10; +++ p<.001, Unstd B >.30

Table 4: Percent Participating in High-Impact Practices by Institutional and Student Characteristics

		First-Year Students	Seniors		
		Learning Community	Research w/ Faculty	Study Abroad	Culminating Senior Experience
Carnegie Classification	Doc RU-VH	20	23	18	29
	Doc RU-H	18	19	14	33
	Doc DRU	18	17	13	33
	Masters-L	16	16	10	30
	Masters-M	16	17	11	30
	Masters-S	14	18	14	36
	Bac-AS	13	29	33	55
	Bac-Diverse	13	18	11	37
Sector	Public	17	18	12	29
	Private	16	22	21	42
Gender	Male	16	21	13	34
	Female	17	18	15	31
Race/Ethnicity	African American/Black	18	17	9	27
	Asian/Pacific Islander	17	22	14	28
	Caucasian/White	17	19	15	34
	Hispanic	20	17	11	26
	Other	15	19	18	31
Enrollment	Full-time	17	21	16	35
	Part-time	10	12	7	22
Major	Arts and Humanities	16	17	22	36
	Biological Science	19	39	16	31
	Business	16	10	14	33
	Education	17	13	8	26
	Engineering	22	27	10	47
	Physical Science	15	39	13	31
	Professional	18	16	9	23
	Social Science	16	24	20	34
	Other/undecided	15	17	12	31
Grades	A	19	23	18	36
	B	17	17	13	31
	Below B	14	13	7	26
First Generation	Yes	15	16	9	29
	No	18	22	19	36
Transfer	Started here	17	23	19	38
	Started elsewhere	13	14	9	25
Adult (24+ years)	Yes	10	13	7	24
	No	17	23	18	37
Greek Organization	Yes	22	23	21	40
	No	16	19	13	31

Selected Results: Enriching High-Impact Experiences (continued)

Senior Culminating Experiences

Opportunities to integrate, synthesize, and apply knowledge are essential to deep, meaningful learning experiences. Toward this end, many colleges and universities offer senior culminating experiences. NSSE results show a net positive relationship for students who do such experiences after controlling for a host of student and institutional variables (Table 3, p.17). A third (32%) of all seniors reported having completed such an experience and another 29% said they planned to do so before graduating. Students attending Baccalaureate Arts & Sciences and private institutions were more likely to have such experiences, as were students majoring in engineering (Table 4, p.18). Although these activities take different forms, such as a thesis, comprehensive exam, or field placement, all are intended to help students connect what they have learned in various courses with other experiences on and off the campus.

To examine more closely the nature and impact of senior culminating experiences NSSE added a series of questions to the 2007 online survey. These items were completed by 2,162 seniors at 33 institutions who had completed a culminating senior experience.

Nature of the Culminating Senior Experience

- The most common form of culminating experience was a thesis (58%) (Table 5).
- Three quarters (77%) of the respondents indicated that their culminating experience was required for graduation.
- Half (49%) of the students worked alone on their project; 40% worked with other students to complete the project.
- The amount of time spent each week on the project varied, with a third (34%) of students spending five or fewer hours to 11% who devoted more than 30 hours (Figure 7).

Faculty Guidance

Faculty members make important contributions to the quality of the culminating experience when they provide encouragement, feedback, and other assistance:

- Three fifths (61%) of the respondents indicated they frequently met with the faculty member supervising their work; only 8% never met with their faculty sponsor.
- Three quarters (75%) of the students indicated that their supervising faculty member clearly outlined the expectations and requirements of the culminating senior experience at the outset of the project.

Table 5: Percent of Seniors Participating in Selected Culminating Activities

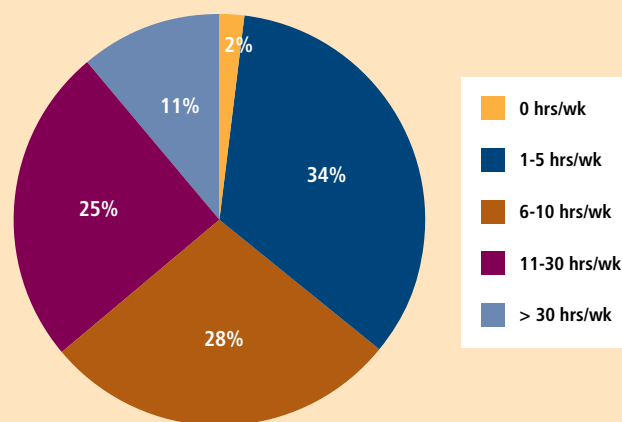
Activity	%
Major paper, project, or thesis	58%
Capstone course in my major	46%
Formal presentation or demonstration	36%
Comprehensive exam	29%
Field placement or experience	25%
Capstone course unrelated to major	6%

Note: Students often participated in more than one culminating activity. Thus, column percents do not total 100%.

"Faculty discussions spark some rigorous debates about the validity and reliability of the NSSE... But in the main, we value the information, attend to it, and move to create ways to shore up the soft areas exposed by the reports."

— Daryl H. Stevenson, Dean of Academic Administration, Houghton College

Figure 7: Hours per Week Devoted to the Culminating Senior Experience



Relationships between Culminating Experiences and Gains

Students reported that their culminating experience contributed *substantially* (quite a bit, very much) to their abilities in a number of areas. The patterns of student-attributed gains differed, however, depending on the type of culminating activity (Table 6). After controlling for student, background and institutional characteristics:

- A field placement or experience was more strongly related to substantial self-reported gains in the greatest number of desired outcome areas.
- The comprehensive exam, a final project or thesis, and a presentation were linked to gains such as writing, thinking critically and imaginatively, and synthesizing; however, there was no relationship between these activities and gains in understanding key concepts in the major.
- A required capstone course in the major had less impact on self-reported gains than other types of activities.
- The impact of participating in two or more culminating experiences was not cumulative, in that taking part in several such activities did not necessarily result in a greater number of substantial gains. This suggests the quality of the experience may be more important to gains than dividing time across multiple activities.

- Students whose culminating experiences required greater investments of time reported greater gains than students who devoted less time to the activities.
- Students who met more frequently with their supervising faculty member, received clearly explicated expectations for the activity and reported receiving helpful feedback reported greater gains.
- Students who collaborated with other students on their culminating experience reported greater gains in several areas.
- Students who worked by themselves on the culminating experience reported gaining more in their ability to learn effectively on their own.

"There is often a gap between how much college faculty think students are studying and what they are actually doing. NSSE combined with FSSE points to steps institutions can take to ensure that student performance and faculty expectations align."

— Carol A. Twigg, President and CEO, National Center for Academic Transformation

Table 6: Relationships between Selected Culminating Activities and Gains

	Regression Model Results ^a				
	Comp. Exam	Project/Thesis	Capstone Course in Major	Field Exp.	Presentation/Demo
Tolerating ambiguity		*		***	
Working effectively with others				***	**
Understanding how knowledge is created				***	
Acquiring job- or work-related skills				***	*
Solving complex, real-world problems	**			***	*
Taking intellectual risks	*	*		**	*
Speaking clearly and effectively				***	***
Writing clearly and effectively	*	***			
Thinking imaginatively	***	*		**	*
Applying theory to practice	**	*		***	*
Making judgments about info. quality	**	**		***	*
Learning effectively on my own		*		**	*
Understanding key concepts in major			*	*	
Thinking critically and analytically	*	***		**	
Synthesizing and organizing ideas	***	***		***	

^a Models control for student gender, parental education, age, living on-campus, transfer, international, full-time, Greek, athlete, ethnicity, major, and institutional type and sector.
* p<.05, **p<.01, *** p<.001

Selected Results: Enriching High-Impact Experiences (continued)

The Importance Faculty Place on High-Impact Experiences

Combining the results of NSSE and the Faculty Survey of Student Engagement (FSSE) often points to important relationships between what faculty members value, expect, and practice and student reports of what they experience. In this section we explore the connections between the importance faculty members place on “high-impact” undergraduate experiences and the proportion of students that participate in those experiences. During the spring semester of 2007 more than 18,000 faculty members at 144 different institutions completed FSSE, while at the same time 59,000 students on their campuses completed NSSE. Selected results from these campuses indicate that:

- Nearly half of all faculty respondents (49%) reported it is important or very important for undergraduates to participate in a *learning community*.
- Over half of the faculty (53%) said *working on a research project with a faculty member* is an important experience for undergraduates.
- A little more than two-fifths of faculty members (44%) indicated *studying abroad* is important.
- Four in five (81%) faculty members reported it is important for undergraduates to have a *culminating senior experience*.

Also, the more faculty members at a given school *value* an activity, the more likely it is that students will do it. For example, on a campus where the average faculty member believes participating in a learning community is only *somewhat* important, only 3% of first-year students become involved in this activity (Figure 8). In contrast, where faculty agree that learning communities are *very* important, 55% of first-year students participate. This also holds for student participation and the importance faculty place on culminating senior experiences, research with a faculty member, and study abroad (Figure 9). For each activity, an increase of one category in the average importance faculty place on the activity corresponds to about a 20% increase in student participation.

Figure 8: Student Learning Community Participation by Faculty Importance

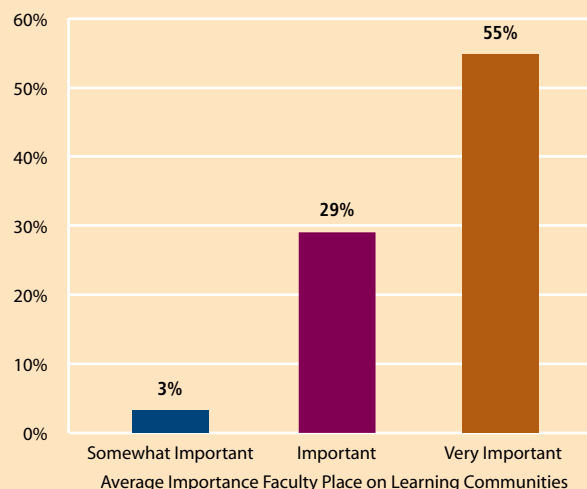
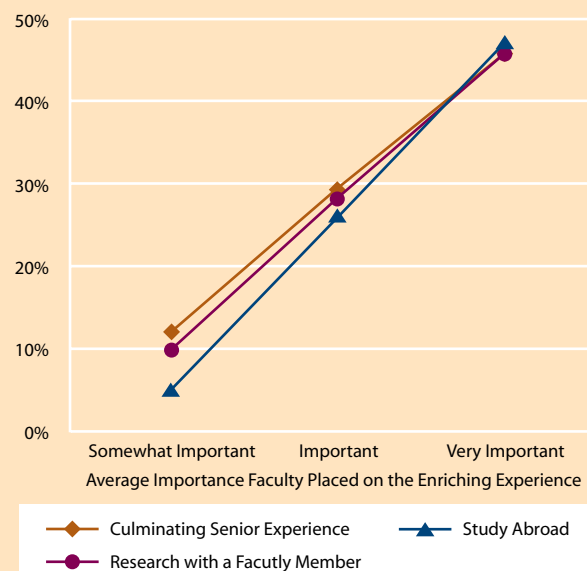


Figure 9: Student Participation in High Impact Experiences by Faculty Importance



“Elizabethtown College is highly committed to many of the values captured in the NSSE project, and there is openness on campus to test whether those values are being fully realized.”

— Susan Traverso, Provost and Senior Vice President, Elizabethtown College

Faculty Survey of Student Engagement

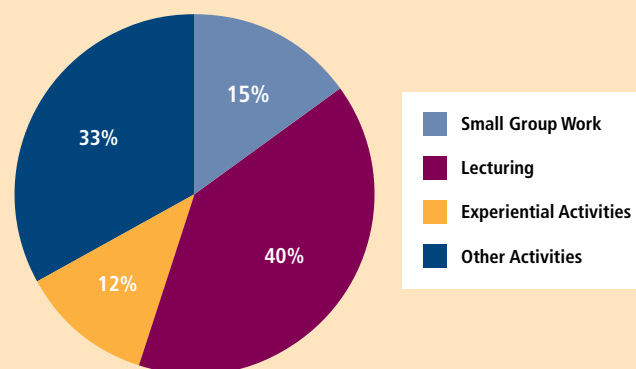
The Faculty Survey of Student Engagement (FSSE, pronounced “fessie”) measures faculty members’ expectations and practices related to student engagement in educational practices that are empirically linked with high levels of learning and development. The survey also collects information about how faculty members spend their time on professorial activities (Figure 10) and the kinds of learning experiences their institution emphasizes. FSSE results, especially when used in combination with NSSE findings, can identify areas of institutional strength as well as aspects of the undergraduate experience that may warrant attention. The information is intended to be a catalyst for productive discussions related to teaching, learning, and the quality of students’ educational experiences.

FSSE Facts

- First national administration in 2003.
- Two survey options, both administered online.
- Average institutional response rate of greater than 50% every year.
- About 100,000 faculty responding from 465 different institutions since 2003.
- 24,450 faculty respondents from 162 institutions in 2007.

Find out more about FSSE at: www.fsse.iub.edu

Figure 10: Percentage of Class Time the Average Faculty Member Spends on Various Activities



“BCSSE and NSSE results have helped guide our thinking and planning over the past two years as the campus engaged in a broad-based strategic planning process.”

— Marianne D. Kennedy, Professor and Coordinator of Assessment and Planning, Southern Connecticut State University

Beginning College Survey of Student Engagement

The Beginning College Survey of Student Engagement (BCSSE, pronounced “bessie”) measures entering first-year students’ high school academic and co-curricular experiences as well as their expectations for participating in educationally purposeful activities during the first year of college. It is designed as a companion to the National Survey of Student Engagement (NSSE).

BCSSE data can be used to inform the design of new student orientation programs, student support efforts, and other programmatic efforts aimed at improving student learning and success during the first year of college. BCSSE results also help shape initiatives that align the first-year experience of students with recognized effective educational practices.

BCSSE was officially launched in 2007 after three years of extensive pilot testing. During the summer months of 2007, 127 institutions across the United States and Canada distributed the survey to more than 100,000 first-year college students.

BCSSE 2007 Facts

- 123 participating colleges and universities in 34 states and 4 Canadian institutions in 3 provinces.
- Entering first-year class size at these institutions ranged from 120 to over 7000.
- Two thirds of participating schools (68%) used the paper version and 32% the Web.

Find out more about BCSSE at: www.bcsse.iub.edu

Selected Results: Factors That Support Student Success

Academic Advising

When done well, academic advising helps students to develop and act on meaningful educational plans and contributes to the institution's teaching and learning mission. NSSE consistently finds that almost three quarters of students (76% first-year students, 69% seniors) rate their advising experiences as good or excellent. To better understand the relationships between academic advising and student engagement, we asked 16 experimental questions in 2007 about the frequency and quality of students' contact with their academic advisor including the advisor's responsiveness and ability to provide accurate academic and career information. The results are based on 9,664 first-year (49%) and senior (51%) students at 27 colleges and universities. Students' experiences with academic advisors tend to be quite consistent across majors, grade level, gender, ethnicity, and enrollment status.

- About one in ten students (7% of first-year students, 11% of seniors) *never* met with their advisor in the current academic year (Figure 11).
- Students who met with their advisor more frequently were more satisfied with advising (Figure 12) and also were generally more satisfied with their institution.
- Part-time, female, and Caucasian students were less likely than full-time, male, and students of color to meet with their advisor.

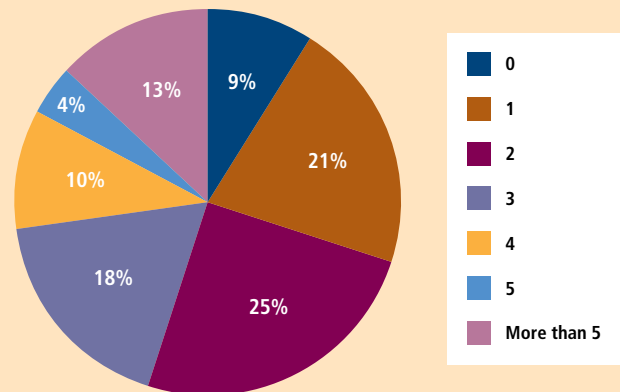
Meeting with one's academic advisor is important because:

- Students who met with their academic advisor at least twice during the current academic year were more engaged on all five NSSE benchmarks compared with other students.
- More frequent contact with the advisor also was related to greater self-reported gains in personal and social development, practical competence, and general education, and more frequent use of deep approaches to learning.

Advising can be improved, as:

- Two fifths of students (37% of first-year students, 44% of seniors) said that their advisor did not inform them of academic support services, such as tutoring.
- Two fifths of students (35% first-year students, 42% seniors) said that their advisor did not provide information about various educational options such as study abroad or national and international exchange programs.
- Seniors rated their advisors significantly lower than first-year students in the quality of career support and information about educational support services.

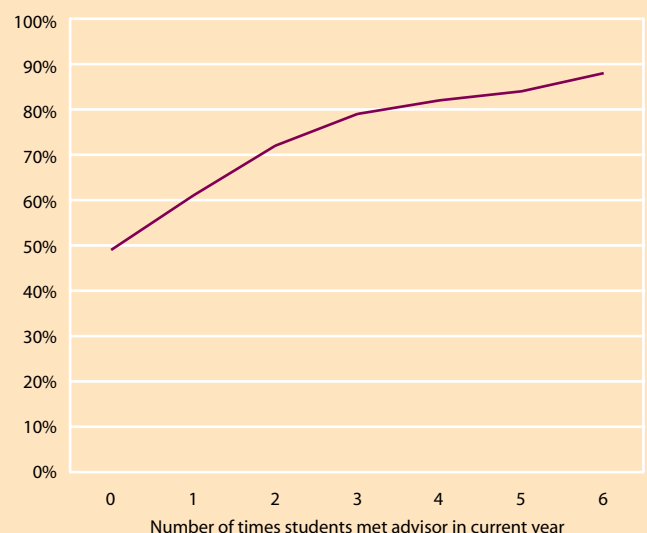
Figure 11: About how many times have you met with your academic advisor in the current academic year?



"NSSE data have prompted a number of interventions including a reorganization of the College of Human Environmental Sciences first-year experience course to promote more active learning."

— Pam Bowers, Director of University Assessment and Testing, Oklahoma State University

Figure 12: Percentage of "Good" or "Excellent" Ratings of Academic Advising by Number of Meetings with Advisor



Support from Friends and Family

It is desirable that parents, relatives, friends, and significant others provide advice and support to students. At the same time, too much contact with family members and close friends from high school may inhibit student learning and development. For example, so-called “helicopter parents” are depicted as hovering over and insinuating themselves into many aspects of their student’s college life. To examine the nature and quality of the support college students receive from members of their support system, NSSE added questions about this and related issues to the 2007 online survey which were completed by 4,518 first-year and 4,644 senior students at 24 institutions.



Towson University

Frequency of Contact

Table 7 shows the proportions of students who reported they had frequent contact with various members of their support network, whether face-to-face or via some electronic medium such as phone, e-mail, or text messaging.

- Seven of ten students communicated “very often” with at least one parent or guardian during the academic year.
- Electronic media were more common than face-to-face communication.
- The most popular member of the support network was the student’s mother, followed by father and siblings.

Nature and Quality of Contact

- Students were most likely to talk with their mother about personal issues, academic performance and family matters.
- Academic performance was the most common discussion topic with fathers, while conversations with siblings and friends tended to be about personal, social, and family issues.
- About three quarters of all students frequently followed the advice of a parent or guardian, and more than four in ten students said they frequently followed the suggestions of siblings. Fewer were influenced frequently by friends (Table 8, p.25).

“To respond to the national pressure for accountability we include NSSE data along with other information on a public ‘Drake Student Outcomes’ Web page.”

— Rachel Dykstra Boon, Associate Director of Institutional Research, Drake University

Table 7: Proportions of Students who had Frequent* Contact with Social Support Network

	First-Year		Senior	
	In-Person Contact	Electronic Contact	In-Person Contact	Electronic Contact
Mother	62%	86%	65%	86%
Father	54%	71%	57%	73%
Guardian	55%	71%	53%	67%
Siblings	50%	62%	52%	67%
HS friends attending same college	54%	53%	40%	43%
HS friends attending different college	39%	71%	32%	54%

* Frequent = ‘Very often’ or ‘Often’

Selected Results: Factors That Support Student Success (continued)

Parental Involvement and Student Experiences

- 13% of first-year and 8% of senior students reported their parent or guardian frequently intervened on their behalf to help them solve problems they were having at the college. Another quarter of first-year and 21% of senior students said their parent or guardian *sometimes* intervened.
- Students whose parents intervened on their behalf reported higher levels of support.
- Parents who intervened did not differ from other parents in terms of education level.

Do interventions by family members blunt student engagement, learning and development during college? NSSE data suggest this may not be the case. Students with “helicopter” parents (those in frequent contact and frequently intervening on their student’s behalf) reported:

- Higher levels of engagement and more frequent use of deep learning activities.
- Greater gains on a host of desired college outcomes, and greater satisfaction with the college experience.

Although students with involved parents reported higher levels of engagement, deep learning and greater educational gains, they had significantly lower grades. Perhaps the reason some parents intervened was to support a student who was having academic difficulties – thus the correlation with lower grades. Unfortunately, we cannot determine the extent parental interventions were related to academic or other matters. It may also be that support from their highly involved parents encourages their lower performing student to engage in educationally purposeful activities.

“NSSE has provided invaluable information to administrators, faculty, and staff across the seven University of Maine campuses needed to make changes to improve the student experience”

— James H. Breece, Vice Chancellor for Academic and Student Affairs, University of Maine System

Table 8: Proportion of Students who Frequently* Followed the Advice of Family Members and Friends

	First-Year	Senior
Mother	77%	73%
Father	71%	69%
Guardian	71%	70%
Siblings	45%	44%
HS friends attending same college	35%	27%
HS friends attending different college	39%	27%

Note: % of applicable responses
* Frequent = ‘Very often’ or ‘Often’

Entering First-Year College Students

Supporting student success begins with understanding students’ high school experiences and expectations for the first college year. Preliminary data from the Beginning College Survey of Student Engagement – more than 25,000 students at 51 institutions – show that:

- More than two fifths said they earned A or A- high school grades on average, consistent with other national reports.
- 46% attended college within 100 miles of home; 34% study more than 200 miles from home.
- 45% of first-year students have no close friends attending the same institution. More than a third (36%) had two or more friends attending the same school.

Among the more important student behaviors associated with success in college is the time students devoted to academic activities. On average:

- Incoming first-year students expected to spend more hours preparing for class than any other activity during their first year of college; indeed, they expected to spend 50% more time preparing for class than they do relaxing or socializing.

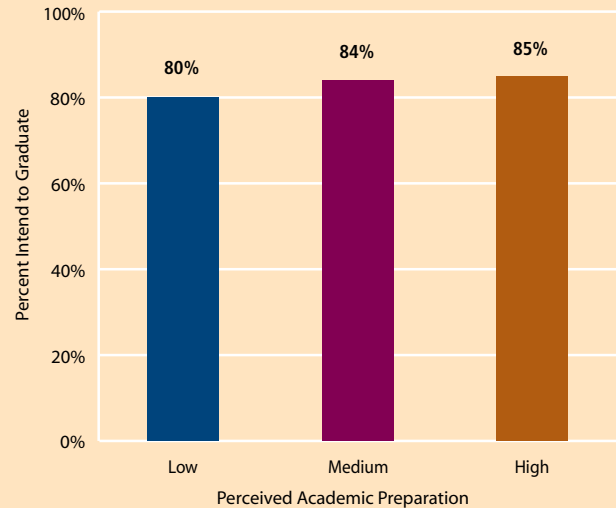
- Incoming first-year students expected to be more academically engaged in college than they were in their last year of high school.
- Students who expected to get A grades in college planned on spending about 20% more time preparing for class and expected to be more involved in co-curricular activities compared to students who expected to get grades of B- or lower.

Academic Preparation

One important indicator of college readiness is the student's perception of their ability to succeed in college. BCSSE results reveal that:

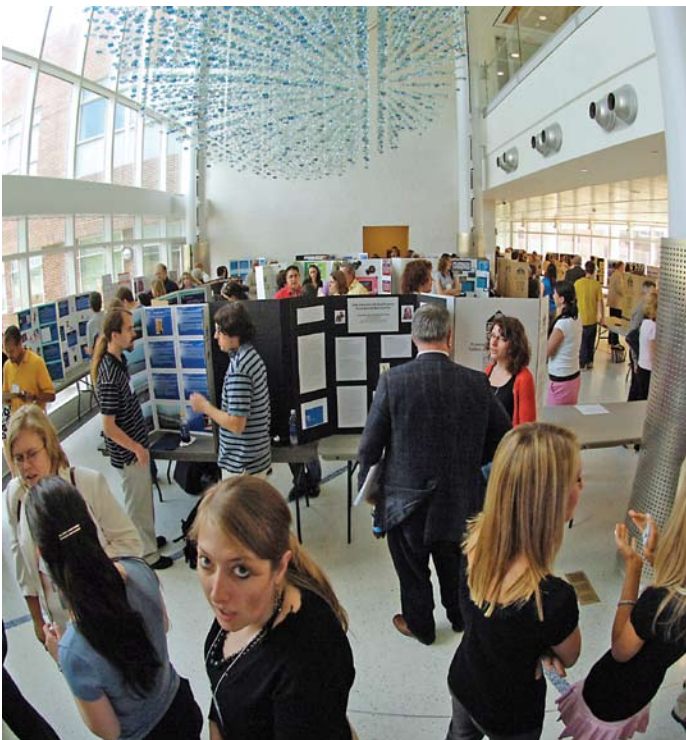
- The majority of students with high levels of perceived academic preparation expected to earn As in college; a majority of students with low levels of perceived academic preparation expected to get Bs.
- High school academic preparation was positively related to high school academic engagement and expected academic college engagement.
- Students with high perceived academic preparation are more likely to intend to graduate from their current institution compared to those students with perceived low academic preparation (Figure 13).

Figure 13: Intent to Graduate From Current Institution by Perceived Academic Preparation



"We share our NSSE results with the campus community in a variety of ways including a monthly newsletter and focus groups of faculty and students, at the all-faculty workshop, and with various committees."

— Kay Schneider, Director of Assessment and Institutional Research, Concordia College (MN)



Western Connecticut State University

Selected Results: Another Look at Gender

Last year's *Annual Report* concluded that for the most part men and women have similar educational experiences and that – where differences existed – women were more engaged academically and men devoted more time to non-academic activities. Such gender differences are noteworthy because they illuminate aspects of undergraduate education long associated with how women and men become involved in and make meaning of their experiences in the learning environment.

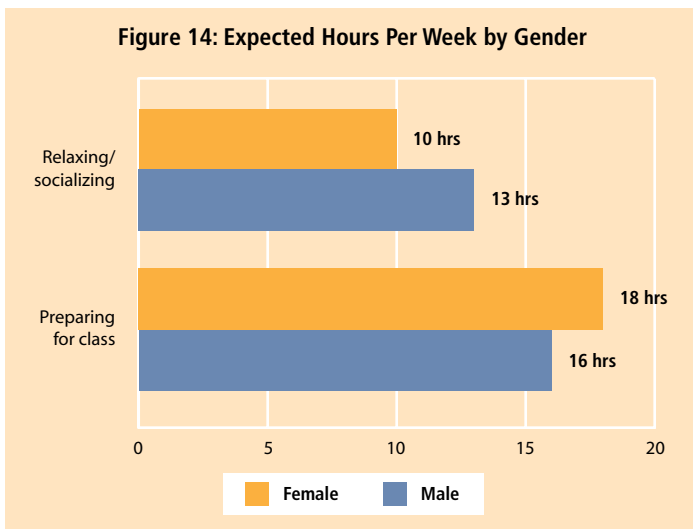
In this section, we take another look at gender, using data from the Beginning College Survey of Student Engagement (BCSSE) to explore gender differences in high school engagement and new student expectations for college. Then, we compare the learning experiences of men and women in science, technology, engineering and mathematics (STEM) fields.

Gender Differences in High School Engagement and College Expectations

BCSSE data suggest that students arrive to college with gender-related behavioral patterns well established (Figure 14). For example:

- Females were more academically engaged and earned better grades in high school.
- Females have higher expectations for academic engagement in college and place more importance on a supportive campus environment with regard to both academics and social well-being.
- Males reported higher SAT and ACT scores, but expected to spend more time relaxing and socializing in the first year of college.

BCSSE and NSSE data show that gender differences that existed prior to college tend to persist as students move through postsecondary education.



Gender Gap in Science, Technology, Engineering and Mathematics (STEM)

Women's under-representation in STEM fields and courses has long been a concern (Davis, et al., 1996; Nelson & Rogers, 2004). In general, the gender differences in engagement summarized in last year's *Annual Report* are also true for STEM majors. Table 9 shows *additional* activities and self-reported gains where differences exist. For example, female STEM majors:

- Did more memorizing and synthesizing in their coursework.
- Talked more about career plans and grades and assignments with faculty, and receive more frequent feedback from faculty.
- Discussed readings with others outside of class more often.
- Accrued greater gains in self-understanding and understanding people of other racial and ethnic groups.



Elon University

In contrast, male STEM students:

- More often tutored other students and work with classmates outside of the class on academic matters.
- Reported greater gains in solving complex, real-world problems, and in quantitative problem solving.

The Final Take on Gender

Gender differences in undergraduate student engagement exist, but are generally small and mixed and begin long before college. The major area of concern is academic challenge where male college students were systematically less engaged. The differences illustrated above showing gender-related engagement warrant further investigation for the impact they may have on student learning and success. Institutions should identify aspects of the undergraduate experience where male and female students differ, and develop approaches that enhance the quality of education for all.

Table 9: Additional Gender Differences in Activities and Self-Reported Gains in STEM Fields ^a

Males – Higher Engagement and Gains	Class	Male	Female
Tutored other students ^b	FY	23%	17%
	SR	32%	27%
Worked with classmates outside of class ^b	FY	50%	44%
	SR	67%	62%
Gained in solving complex real-world problems ^c	FY	59%	54%
	SR	65%	60%
Females – Higher Engagement and Gains	Class	Male	Female
Memorizing fact, ideas or methods ^c	FY	66%	74%
	SR	58%	68%
Synthesizing ideas, information, or experiences ^c	FY	-	-
	SR	72%	78%
Discussed readings with others outside of class ^b	FY	-	-
	SR	58%	64%
Talked about career plans with faculty ^b	FY	27%	32%
	SR	38%	44%
Discussed grades or assignments with instructor ^b	FY	-	-
	SR	54%	60%
Received prompt feedback from faculty ^b	FY	-	-
	SR	55%	62%
Gained in writing clearly and effectively ^c	FY	64%	71%
	SR	66%	71%
Gained in understanding people of diverse backgrounds ^c	FY	-	-
	SR	41%	50%
Gained in self-understanding ^c	FY	57%	61%
	SR	54%	60%

^a These findings are “additional” to those summarized in the NSSE Annual Report 2006. For emphasis, only frequencies where meaningful differences were identified are shown.

^b Frequently = Often or Very Often

^c Substantially = Quite a bit or Very much.



University of Akron

“We rely upon NSSE and FSSE data to encourage the campus community to take responsibility for student learning and engagement.”

— Margaret W. Cohen, Associate Provost for Professional Development and Director of the Center for Teaching and Learning, University of Missouri–St. Louis

Using NSSE Data

NSSE provides information that faculty, staff and others can use almost immediately to improve the quality of the undergraduate experience. Institutions such as Drake University and Florida International University (see examples below) triangulate students' NSSE results with additional information such as other national survey and institutional records to better understand who is at risk and the effects of various programs and practices. This section offers a sampling of different applications and interventions based on engagement results.

General Education

Drake University

Along with other sources of information, Drake University is using its NSSE results to assess its general education curriculum, specifically to examine areas such as service learning, multicultural understanding, and critical thinking skills. NSSE data are also expected to inform the review of capstone courses and other senior culminating experiences as the process moves forward. Drake participated in the inaugural administration of the Beginning College Survey of Student Engagement (BCSSE) and anticipates that BCSSE results combined with NSSE findings will provide instructive insight into the review of undergraduate advising. Finally, responding to the national interest in institutional accountability and transparency, Drake is participating in the NSSE-USA TODAY initiative and reporting NSSE data along with other information on its public "Drake Student Outcomes" Web page: www.drake.edu/academics/Academics.php.

Grand Valley State University

Seniors at Grand Valley State University reported lower gains on NSSE than their comparison groups in working effectively with others, solving complex real-world problems, and developing a personal code of ethics. These data were incorporated into the institution's "Claiming a Liberal Education" (CLE) campus change initiative, which is designed to align faculty and student

expectations with the goals of a liberal arts education. To estimate the impact of the CLE project, students in an advertising and public relations course collected additional information from students and faculty using their own locally developed surveys that elaborated on NSSE items. In addition, references to student engagement often emerge in discussions about culture change at the university, with faculty making such comments as, "I now require my students to make presentations because the NSSE seniors said they needed more help in speaking clearly and effectively." Student affairs staff used NSSE results to advance the collaboration between academic and student life and took the lead in establishing learning communities.

University of Georgia

The University of Georgia (UGA) Vice President for Instruction engaged in a series of *NSSE Campus Conversations* to discuss NSSE results with deans, departmental faculty, members of the Teaching Academy, the University Curriculum Committee, TA Mentors, the Student Government Association, academic advisors, and other groups on campus. In 2004, the Provost organized a Task Force that was charged "to explore questions related to whether the University has a rigorous intellectual climate, how students learn and should learn...and whether the University's general education requirements remain innovative and engaging for undergraduate students..." (*Report of the Task Force on General Education and Student Learning*, University of Georgia, August, 2005, Executive Summary). Although the Task Force members read and discussed many documents during their year of study, they noted in their Final Report that "perhaps the most influential document we examined was the 2003 report of the National Survey of Student Engagement (NSSE)" (*Task Force Report*, p. 2). Based on NSSE data and the *Report of the Task Force on General Education and Student Learning*, a number of initiatives have been introduced including an Office of Service Learning, expanded residential learning communities, additional resources allocated to writing programs, and a revised general education curriculum submitted to the University System Board of Regents.

Intellectual Rigor and Active Learning

Peace College

At Peace College, NSSE data are shared with all faculty members annually. The Curricular Issues Committee reviewed the student engagement results along with other information and suggested changes, which led to the College revising its liberal education requirements with the goal of increasing academic rigor. The 2007 NSSE data confirm that the students responded

"For several years we debated the need for substantive reform of our first-year curriculum. NSSE results provided evidence to persuade the faculty to change, and helped inform the new curriculum that we are now implementing."

— Richard F. Vaz, Dean for Interdisciplinary and Global Studies, Worcester Polytechnic Institute

favorably to the changes with Peace seniors scoring in the top 10% nationally and first-year students in the top 50% for level of academic challenge. Peace College also presents NSSE results to its governing board, summarizes the data on its Web site, and conveys the findings verbally to prospective students and parents. The College intends to share highlights from its 2007 performance on a postcard to be sent to friends of the college, potential donors, and prospective students.

Worcester Polytechnic Institute

Worcester Polytechnic Institute (WPI) requires all undergraduates to complete three inquiry-based projects: one in the humanities and arts, one in their major, and one relating science and technology to social issues and human needs. Together, these projects emphasize independent research, critical thinking, communication, teamwork, and application of knowledge in real-world settings. More than 50% of WPI students complete at least one of these projects overseas, addressing open-ended problems for local organizations. Thus, it was no surprise that WPI's NSSE results indicate that seniors experience high levels of academic challenge, achievement, and engagement. However, NSSE also verified what many WPI faculty had suspected—first-year students at WPI were not as academically challenged as their senior counterparts at WPI or first-year students at other doctoral-intensive institutions.

Animated by this evidence in 2005, a commission on the first-year experience set forth five objectives: to encourage critical thinking, information literacy, and evidence-based writing; to engage first-year students with current events, societal problems, and human needs; to promote in each first-year student a personal foundation for lifelong learning; to cultivate a more intellectually stimulating environment at WPI; and to contribute to civic engagement and community partnerships. The following year, a faculty-appointed committee began developing a new first-year curriculum featuring interdisciplinary, inquiry-based seminars, better integration of the disciplines, and broader, more engaging introductions to major areas of study. NSSE indicators will be a key component of the assessment plan to evaluate the impact of these efforts.

Mount St. Mary's University

Mount St. Mary's University in Maryland (MSMU) charged a committee to examine its 2006 NSSE results. The committee's report was shared with the Vice President of Academic Affairs (VPAA) and all faculty at a meeting. One of the follow-up actions was a dinner with senior students to address specific questions and concerns raised by NSSE results as well as discussions with



College of Charleston

alumni who graduated five years earlier. During the 2007-2008 year, academic departments will focus on ways to enhance the rigor of senior-level offerings and capstone experiences. In addition, MSMU intends to organize conversations about the amount of reading assigned and how to hold students accountable for completing assignments.

Concordia College (MN)

Both times Concordia College administered NSSE, the results were shared with the campus community in a variety of ways. They included a monthly newsletter published by the Office of Assessment and Institutional Research, multiple focus groups of faculty and students, an all-faculty workshop, and various committees, such as the advisement committee, core committee, and faculty executive committee. Faculty and administrators are using the data to determine the efficacy of the College's new first-year experience program, which includes a new course, linkages between courses, and an enhanced new student orientation program. Faculty and student affairs administrators have used the survey results to understand students' experiences before and after the implementation of the first-year experience program and to better understand student and institutional factors that help explain persistence to the second year of college. Academic committees also reviewed NSSE findings when developing the capstone requirement in Concordia's new core curriculum. NSSE results also helped faculty suggest how to make appropriate use of active learning strategies in classes with large enrollments,

Using NSSE Data (continued)

integrate research into capstone courses and study abroad, develop honors tracks for students in more majors, and expand opportunities for small groups of students to work with faculty.

Hope College

Although Hope compares favorably with the NSSE national cohort on most measures, for several years the College has lagged behind other comparison groups, including the Carnegie Liberal Arts group and the Colleges that Change Lives consortium group. Hope College is focusing on two issues, one of which is academic engagement.

From 2003-2007, the College tracked Hope students on several NSSE items, one of which was the number of hours students study each week. After concluding improvement was needed, the College developed several strategies to address this, including: 1) devoting two faculty meetings to address student engagement (one an extended meeting, over dinner, with very high attendance), 2) a year-long commitment from the Academic Affairs Board to study this issue, with a request that every academic department provide a list of strategies to increase engagement, 3) student focus groups designed to add more depth to the survey data, and 4) a workshop for department chairs to share best practices for increasing student engagement. The results from the 2007 NSSE data indicated a marked increase in self-reported number of hours studying, whereby Hope students now report studying more than both comparison groups.

Student Engagement Data Combined with Additional Information

Austin Peay State University

Austin Peay State University (APSU) presented its NSSE findings to the University's deans, chairs, and directors, connecting student engagement information with data from the Cooperative Institutional Research Program and Your First College Year survey. After analyzing the responses of students majoring in education, the results were incorporated in the self-study prepared for the National Council for Accreditation of Teacher Education review. In addition, NSSE results have been considered in freshman seminar and orientation workshops and other first-year student initiatives. Student affairs program directors in health services and counseling use NSSE data to guide outreach programming. The University also has included its NSSE results in proposals prepared for external funding, such as Title III grants for expanding institutional capacity to serve low-income students.

"We've used our NSSE results to support major expansion of the learning communities, faculty development initiatives, and creation of a host of online student support tools including tutoring in math, statistics, and composition made accessible through a new Web network which was our BEAMS project."

— Rosa L. Jones, Vice President for Student Affairs and Undergraduate Education, Florida International University

University of Nebraska – Lincoln

The University of Nebraska - Lincoln (UNL) administered NSSE in 2002, 2004, and 2007. The 2002 NSSE results contributed to two campus-wide reports about the experiences of faculty, staff, and students at UNL. The first report, *Intellectual Engagement and Achievement at UNL* (www.unl.edu/svcaa/documents/blue_sky_report.pdf) assessed how the experiences of faculty, staff, and students related to the goals identified in the 2000 benchmark report, *A 2020 Vision: The Future of Research and Graduate Education at UNL* (www.unl.edu/svcaa/documents/2020report.pdf). The second report, *Everyone a Teacher, Everyone a Learner*, addressed the effectiveness of first-year undergraduate orientation and transition programs (www.unl.edu/svcaa/documents/everyone_a_learner.pdf). Both documents integrated NSSE results with other evidence, such as findings from UNL's Quality Performance Indicators and the Gallup Climate Survey. Specifically, NSSE results helped formulate questions that were used to lead student focus groups, as well as help in analyzing the feedback from faculty who teach first-year courses to formulate the conclusions and recommendations found in the two reports.

The 2004 NSSE findings informed the initiative to review and reform general education at UNL, verifying that learning outcomes and the structure of the existing general education program needed to be revisited. In addition, by increasing the NSSE sample size, UNL was able to provide each college with a detailed report of NSSE responses from their students. Some of the colleges shared the results with other constituent groups (students, alumni, faculty members) and all the colleges used the 2004 NSSE administration as benchmark data. UNL is also participating in the "Parsing the First-Year of College" national study that will analyze NSSE 2007 results in concert with other

data sources to develop a better understanding of the factors that influence students' learning and persistence.

Program Improvement

Florida International University

NSSE results from 2004 confirmed several issues that Florida International University (FIU) had identified from institutional data over the years. Specifically, students' perceptions of institutional support and engagement with faculty and peers were less than desired. NSSE findings indicated that different approaches were required to address the needs of FIU's largely commuter student body, a number of whom work many hours a week. Existing institutional resources were augmented by a Title V grant to increase student retention and participation in the Building Engagement and Attainment for Minority Students (BEAMS) project, which provided further campus visibility and national support to the effort through consultant input and two conferences.

Extensive programmatic initiatives have resulted. For example, learning communities staffed by faculty and peer mentors have been expanded to include summer entrants which comprise nearly half of beginning freshman cohorts. Transfer student orientation and advising have been enhanced. A major faculty development effort is underway to showcase how to increase student engagement in the learning process. A host of online student support tools are now available, including online live tutoring in math, statistics and composition, eMentoring, student-initiated online study groups and project teams, and mini-movies providing 24/7 supplementary instruction. These services are made easily accessible to students through a new Web network called the Virtual Student Center (www.fiu.edu/~vsc) which was developed as part of FIU's participation in the BEAMS project. Taken together, these efforts appear to have made a difference in student engagement, an increase in four-year graduation rates (17% to 24%), and an enhanced faculty awareness of their vital role in student success.

University of Northern Kentucky

The University of Northern Kentucky (UNK) has administered NSSE four times. Each year, the results are reviewed by various departments and programs for setting priorities, recruiting, assessment, and program improvement. For example, the academic advising office uses NSSE data extensively to improve its services to all students and faculty advisors who need assistance in helping

students who are experiencing difficulty to get timely intervention to improve their chances of success. NSSE data also have been employed in discussions about developing a new and different approach to general education at UNK, as faculty examine the relative strengths and weaknesses of the program from the student's perspective. In addition, both the first-year experiences program and the undergraduate research program housed in the Office of Sponsored Programs use student engagement data to assess whether students are benefiting from these programs in the intended ways. Finally, NSSE findings have informed the University's strategic planning process to discern strengths, weaknesses, opportunities, and threats from a student perspective. As a predominantly undergraduate residential institution, UNK considers NSSE data to be indispensable to effective planning and it intends to continue using it to develop and implement action plans based on the institutional strategic plan.

Student Services

Rhodes College

At Rhodes College, a multi-disciplinary team of staff and faculty is redesigning student services "to create exceptional and memorable connections that delight students and make a critical difference in their Rhodes experience." The team used NSSE and FSSE results with data from a student satisfaction inventory, and surveys and focus groups of student leaders, faculty, and staff. Combining those data with breakthrough planning tools, the team uncovered specific disconnects in service delivery that negatively affected students and determined that



Rhodes College

Using NSSE Data (continued)

the level of support for students provided by the institution was inconsistent with its high level of academic challenge. To make its services more student-centered, Rhodes introduced the College's first-ever summer orientation and a new events management process and system. Student services staff and faculty members are working with architects to renovate the former library building to be the new Burrow Student Services Center, which will house several interconnected service hubs intended to support student success, including admissions and financial aids, student development and academic services, career services, and student organization support.

Using NSSE in Accreditation

Institutions can document their educational effectiveness and provide indirect evidence of student learning using their NSSE results. To demonstrate what institutional practices contribute to undergraduate education, about one third of NSSE users have incorporated student engagement results into their accreditation self-studies. Institutions have also used NSSE to benchmark effective practice, to demonstrate improvements resulting from assessment, and to guide future institutional improvement initiatives.

Accrediting agencies are the primary external group with which schools share NSSE results. The *Accreditation Toolkits*, available at www.nsse.iub.edu/institute/?view=tools/accred, are specific to the six regional accreditation bodies and provide suggestions for incorporating student engagement results into accreditation reviews with an emphasis on mapping NSSE results to regional accreditation standards. The toolkits were updated in 2007 to reflect changes in regional standards and include new examples of how institutions in each region have used NSSE in their accreditation efforts. Finally, we have revised sample timelines to help institutions decide when and how often to collect student engagement data for integration into their accreditation process.

The following examples provide a flavor for how institutions are using student engagement data in the accreditation process.

College of Charleston

Prepared in March 2007 for the Southern Association of Colleges and Schools (SACS), the College of Charleston's (C of C) Quality Enhancement Plan (QEP), *Going Further Faster: College of Charleston's First Year Experience*, focuses on improving the first-year experience to support overall enhancement and redesign of the institution's general education program. Central to C of C's mission is its strong liberal arts and sciences tradition. Faculty participated in a series of discussions to define what this means at

this point in time. Their conclusions affirmed a deep commitment to liberal arts education goals:

1. A student-centered focus that highly values student-faculty interaction.
2. Student learning contains a core of common outcomes based on common requirements.
3. Professional education is enhanced by the common core that students acquire.

A major initiative of the redesign was to develop a new common core for the general education program. The initial phase of this process included analyses of results to identify where first-year students had scored above and below average on the NSSE benchmarks of effective educational practice. These analyses were then integrated with other internal and national assessment tools.

In addition to a new common core, The First-year Experience plan of the QEP includes the creation of Learning Communities and First-Year Seminars. Students can choose between the two curricular options enhanced by orientation, advising, residence life, and programs provided by other student support groups. C of C believes that Learning Communities will foster interdisciplinary study, student interaction with faculty and each other, service learning and assignments to develop writing and reading skills, thereby providing numerous opportunities for students to integrate their social and academic experiences. NSSE results will be used as an indirect assessment tool to track improvements in many of these areas as well as student awareness of library and academic support services.

"Student engagement is part of our strategic plan and woven through our Quality Enhancement Plan for the reaffirmation of our accreditation through SACS, 'Engaging Students in a Culture of Scholarship.'"

— John T. Masterson, Executive Vice President and Provost,
Texas Lutheran University

Kennesaw State University

Kennesaw State's (KSU) Quality Enhancement Plan (QEP) for 2007-2012, "Global Learning for Engaged Citizenship" is a "five-year plan ...to raise global learning to the top tier of KSU's educational priorities and outcomes." The plan relies heavily on longitudinal

assessment of NSSE data as well as “nuggets” from 2005 NSSE results to provide baseline evidence of KSU’s impact on student learning outcomes. KSU’s QEP contains ten goals with related action plans and strategies for assessing progress. For example, analyses of NSSE scores from 2004, 2005, and 2006, indicated that KSU students did not study abroad, experience diversity, or study foreign language at the desired levels to attain KSU’s global learning goals. Goals 1-9 of the plan concentrate on strengthening leadership, financial, and infrastructure commitments “to the promotion and interaction of visibility and awareness of the importance of global learning,” and to enhancing student success programs. The action plan for Goal 10, “Campus-wide Engagement in Global Learning Will Increase Greatly,” focuses on assessing the summative impact of Goals 1-9 and includes biennial participation in NSSE through 2012. Survey responses of KSU seniors will be used for trend analysis and to show gains in targeted areas.

St. John’s University (NY)

Over the past ten years, St. John’s University has focused on creating a culture of assessment in academic areas as well as in operations and student services. As part of its self-study for reaccreditation from the Middle States Commission and to support the four goals of its current strategic plan, St. John’s has formalized using a variety of instruments including NSSE and FSSE to assess the effectiveness of its educational environment. Specifically, data for the five NSSE benchmarks are used over time to study the quality of the student learning experience under Goal I, “Develop our Academic and Institutional Culture to be Student-Centered and Committed to Lifelong Learning.” NSSE data on student involvement in community service, and student responses to survey questions related to personal values and ethics are used to assess how well St. John’s is fulfilling its Vincentian mission. In addition, data collected from the NSSE survey on student- and course-related use of technology provide evidence that St. John’s supports and fosters student proficiency in computer-related skills.

The University of Texas at Arlington

The University of Texas at Arlington (UTA) used its NSSE and FSSE results to identify the key issues to be addressed in developing its QEP for SACS. For example, a gap between faculty and students in their perception of active learning (the focus of the QEP) was revealed. This analysis, along with other institutional assessments, led to the conclusion that systematic, university-wide intervention in the classroom would enhance students’ ability to make better use of current active learning efforts put forth by faculty. UTA also uses NSSE to examine the impact of the 12 pilot projects in its QEP on the development of higher order thinking skills among students. Annual NSSE testing will include an oversample of the students

in these pilot project classes in order to (1) help assess the impact of active learning pedagogies, and (2) compare the results against students who were in classes that did not employ extensive active learning techniques.

Marywood University (PA)

The theme for Marywood University’s 2004-05 self-study for the Middle States Commission on Higher Education (MSCHE) was “becoming a university.” After the MSCHE accreditation visit in 1996, Marywood’s president called for expanded assessment activity headed up by the Institutional Research and Planning Office. An Outcomes Assessment Group (OAG) made up of deans, faculty members, and administrators used NSSE data as one of several assessment tools to provide evidence that Marywood supported an effective learning environment and to examine how attaining university status affected academic standards. When major restructuring was finalized in 2003, the new self-study was well-timed to assess the effectiveness of these initiatives and institutional changes. The goals of the 2004-05 self-study were to: “(1) integrate the self-study with institutional planning and assessment activities, (2) evaluate the progress Marywood has made in becoming a university, and (3) identify vital issues, resources, and expectations for the future to provide input for the next stage of strategic planning.” (*Marywood Self-Study Report*, p.1).

NSSE Results Used for Specific MSCHE Standards

NSSE results were particularly useful as evidence to support several standards in Marywood’s self-study report. For example:

Standard 1- Mission, Goals and Objectives

A major component of Marywood’s mission is to provide a “welcoming community” for students. Student satisfaction with institutional support of co-curricular activities, orientation events to acclimate new students, special departmental programs, and active involvement of the community is reflected in Marywood’s 2004 NSSE results. In the same year, Marywood also participated in a NSSE consortium of Catholic colleges. A “Mission Perception Inventory” (MPI) of 17 additional items to assess students’ awareness of institutional mission was added to the standard NSSE survey. The *2004 Mission Perception Inventory Report* used transcripts and NSSE scores as evidence of student awareness of the value of outside of classroom experiences, service learning, and volunteering. The success of Marywood’s focus on community is reflected as well in Marywood’s retention and completion rates.

The NSSE Institute for Effective Educational Practice assists institutions and other organizations in using student engagement data to improve student learning and institutional effectiveness. Since its inception in 2003, NSSE Institute associates have completed a major national study of high-performing colleges and universities, made dozens of presentations at national and regional meetings, worked with several campuses to enhance student success, and held seven NSSE Users Workshops.

Assistance to Institutions, State Systems, and Organizations

Working with institutions, state systems, and organizations helps advance the productive use of student engagement data and related information and allows NSSE staff to gain first-hand accounts of how campuses and systems use NSSE results. In the past year, NSSE Institute associates have:

- Designed several half-day workshops and day-long retreats with administrators of several universities in the US and Canada to review their NSSE and FSSE data and identify institutional policies and practices that promote and inhibit student persistence and academic success.
- Reviewed student engagement data with small groups of faculty, administrators, and staff at colleges and universities to identify areas where the institutions could focus to improve student engagement.
- Presented a workshop at a system-level conference for faculty members interested in using NSSE data in their scholarship of teaching projects.
- Conducted a workshop on effective educational practice, assessment, and using NSSE and FSSE data for institutional teams at two state system conferences on student engagement.
- Worked with teams from dozens of colleges and universities that participated in regional workshops (Texas, Illinois, Florida, Oklahoma, Connecticut, Kansas, and Nevada) on using NSSE and FSSE results for accreditation and institutional improvement initiatives.

User Workshops

The Spring NSSE Users Workshop co-hosted by Wichita State University, Friends University, and Newman University, was held on April 19-20, 2007, on the Wichita State campus. The event drew 78 institutional representatives from 32 colleges and universities and included faculty, staff, and administrators with commitments and responsibilities for enhancing the quality of the undergraduate learning experience. The sessions focused on topics such as using NSSE data for new and experienced users,

multiple-year analyses of NSSE data, student response rate and nonresponse error, the characteristics and level of engagement of students at urban universities, and ways to compare NSSE and FSSE data. Workshop participants also took advantage of opportunities for individual consultations with NSSE staff.

The fall workshop was held at the University of Nevada, Reno, on Tues. and Wed., October 16-17, 2007. Presentations from the workshop are available on the NSSE Institute Web site, www.nsse.iub.edu/institute/index.cfm?view=services/workshops/index.

Using NSSE Data to Achieve Positive Outcomes in Student Affairs

Student affairs professionals are using NSSE data to:

- 1) Learn more about students' views of the learning environment by year in school, commuter or residential status, and racial and ethnic background.
- 2) Identify shortfalls in student engagement to address through strategic planning initiatives.
- 3) Inform efforts to support first-year students' transition to college through summer advising and orientation.

How can student affairs staff benefit from NSSE data? Consider the following examples:

Bellarmine University student affairs staff used NSSE data to learn about students' experiences with its internship programs. First-year students indicated they wanted to do internships, but seniors reported having not completed one. Knowing about students' interests helped the campus realize there were gaps in communicating about these opportunities. More campus advertising and overall focus on the internship program have increased participation.

At Western Oregon University, many residential students left campus each weekend, creating the ubiquitous "suitcase" effect. Because NSSE was administered to all students (residential and off-campus), administrators were able to examine item-level results to identify ways to encourage residential and commuter students to stay on campus by augmenting popular programming and eliminating outdated initiatives.

Northern Arizona University residence life staff wanted to compare and contrast the experiences of residents in a living-learning center versus more traditional housing. The institution requested an oversample to include students living in learning communities to monitor success of the interventions.

DEEP Practice Briefs

Presidents, senior academic affairs and student affairs administrators, faculty members, and governing boards often have little time to read volumes of materials, even when they offer practical advice. For this reason, we have prepared more than a dozen briefs: four-page documents that summarize key findings from the strong-performing colleges in the Documenting Effective Educational Practice (DEEP) Project for specific campus audiences. DEEP Practice Briefs can be downloaded from the NSSE Web site: www.nsse.iub.edu/institute/index.cfm?view=deep/briefs.

Sharing NSSE Results in Admissions and with Prospective Students

The NSSE *Pocket Guide to Choosing a College* was created to help prospective college students and their families ask important questions during the college search and decision-making process. This year we introduced a new one-page report, “What Students Are Saying About Their...Experience.” This report displays institutions’ NSSE 2007 results in an accessible, attractive format that aligns with questions posed in the *Pocket Guide*. The *Pocket Guide* and the report may be of particular interest to admissions professionals. College admission offices may request up to 300 free *Pocket Guides* per year.

In addition to being a helpful tool in college admissions, this initiative is designed to promote and facilitate public reporting of NSSE results. More details and a PDF version of the guide are available on the NSSE Web site, www.nsse.iub.edu/html/pocket_guide_intro.cfm.

New NSSE User Tool: Contextualizing Your NSSE Data

A new resource is available for institutional researchers and administrative staff to facilitate use of their NSSE data. *A Guide to Contextualizing Your NSSE Data: Cognitive Interviews and Focus Groups* outlines how to use adapted qualitative survey design and development techniques such as cognitive research testing and focus groups to provide a more contextualized understanding of survey responses. This step-by-step guide to conducting cognitive interviews and focus groups can help institutions develop a deeper understanding of their NSSE data. The guide is available on the NSSE Web site: www.nsse.iub.edu/pdf/Cognitive_interviews_facilitation_guide.pdf.

Updated Accreditation Toolkits

One of the most common institutional uses of NSSE data is for accreditation. NSSE data can be used in all components of the accreditation process: self-studies, during visits by peer

evaluators, and in response to accrediting body requests for improvement or additional evidence of student learning. The NSSE *Accreditation Toolkits* suggest ways to map specific items from the NSSE instrument to regional accreditation board standards. The toolkits were updated in 2007 to reflect changes in the standards for several regional accrediting organizations and to include recent examples of how institutions have used their NSSE data for accreditation. NSSE Institute staff are also creating accreditation toolkits that map NSSE survey items to specialized, professional accreditation standards, including the National Council for Accreditation of Teacher Education (NCATE), the Association to Advance Collegiate Schools of Business (AACSB), and the Accreditation Board for Engineering and Technology (ABET).

Research Initiatives

Two research initiatives funded by the Teagle Foundation are designed to advance assessment in undergraduate education. The first project will provide insights into faculty-driven assessment approaches that promote rigorous, systematic assessment of the quality of undergraduate education in the liberal arts, and document the use of existing assessment models and tools in liberal arts colleges to develop a culture of evidence on campus. The second project, Assessing Deep Approaches to Learning, is a Teagle Improved Assessment Methods Grant aimed at establishing the relationships between deep approaches to learning, critical thinking skills and dispositions, and reflective judgment. The NSSE survey, which contains a measure of deep approaches to learning, is being administered along with the California Critical Thinking Skills Test, the California Critical Thinking Disposition Inventory, and the Reasoning about Current Issues Test at Indiana University Bloomington and two other campuses. The project will help validate a component of the NSSE instrument by connecting deep learning processes to valued educational outcomes.

Getting Faculty Better Acquainted with NSSE Data

Working with NSSE Data: A Facilitator’s Guide is an instructional manual designed to help institutional leaders share NSSE data with campus stakeholders. Sharing of results at retreats, professional development workshops, and task force meetings can help faculty and staff better understand, interpret and act on NSSE data. Copies of the Facilitator’s Guide are available on the NSSE Web site, www.nsse.iub.edu/pdf/Facilitators%20Guide%202006.pdf.

Looking Ahead

In the Foreword of this *Annual Report*, Peter Ewell noted four cornerstone features of NSSE that are essential for the project to continue to be a useful, accurate barometer of an institution's educational effectiveness. We pledge to maintain and strengthen these distinctive threads in NSSE's culture and operations.

The first, grounding our work in decades of research, is NSSE's *raison d'être*. Two current ventures promise to yield additional instructive information about the relationships between student engagement, student success, and institutional performance. They are the Wabash National Study of Liberal Arts Education and Penn State's Parsing the First Year of College study funded by the Spencer Foundation, both of which are using NSSE as part of a battery of instruments. Consistent with previous research, preliminary findings from the Wabash National Study show significant effects of engagement on desired outcomes such as critical thinking, moral reasoning, and openness to diversity among other intellectual and personal development gains.

The second distinctive feature is how NSSE is administered. Indeed, much of NSSE's success is due to the exceptional work of the Indiana University Center for Survey Research (CSR). NSSE and CSR staff will continue to adapt and refine the most promising survey research approaches and experiment with ways to minimize any deleterious impact on data quality associated with declining response rates.

Third, from the very beginning NSSE intentionally pursued a passion for getting better every year – to make our reports more accessible and to suggest how the information can be used by different groups to further student learning. We will continue to seek ways to improve our products and services with an eye toward making student engagement results even easier to understand and apply by people, on and off the campus.

Finally, NSSE's growth and contribution to the national assessment, accountability and improvement agenda are a function of its value to those who use it. We remain committed to working closely with colleagues at different types of colleges and



West Texas A&M University

We will remain true to our mission of providing actionable data that can be used to create the conditions that enable all students to succeed in college

universities to learn how they are using student engagement data to enhance the quality of the student experience and then sharing what we learn with others.

A lot has changed in NSSE's eight years, especially in terms of the public's expectations for institutional transparency and the willingness of colleges and universities to respond. The Voluntary System of Accountability sponsored by the National Association of State Universities and Land-Grant Colleges and the American Association of State Colleges and Universities is one example; another is the NSSE - *USA TODAY* invitation for institutions to post their student engagement benchmark scores on the *USA TODAY* college Web site. Just two years ago entertaining such prospects would have been fanciful.

Under the leadership of NSSE's new director, Alex McCormick, we are committed to helping institutions and other interested parties develop appropriate, responsible ways to publicly report their NSSE results and other meaningful information about student and institutional performance. At the same time, we will remain true to our mission of providing actionable data that can be used to create the conditions that enable all students to succeed in college. We look forward to working with you on these important efforts.

"NSSE complements our existing data sources to provide a more complete picture, and has been a catalyst on our campus for rethinking and reimagining the undergraduate learning experience."

— Brian D. Pettigrew, Assistant Vice President
(Institutional Research & Planning) & Registrar,
University of Guelph, Guelph, Ontario, Canada.

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For a list of research articles, conference presentations, and other works, see www.nsse.iub.edu/html/researchers.cfm.



Friends University

Benchmarks of Effective Educational Practice

To represent the multi-dimensional nature of student engagement at the national, sector, and institutional levels, NSSE developed five indicators or Benchmarks of Effective Educational Practice:

- Level of Academic Challenge
- Active and Collaborative Learning
- Student-Faculty Interaction
- Enriching Educational Experiences
- Supportive Campus Environment

To facilitate comparisons across time, as well as between individual institutions and types of institutions, each benchmark is expressed as a 100-point scale.

Pages 37 through 46 show percentile distributions of student benchmark scores and frequency distributions of the individual items that comprise each of the benchmarks. These statistics are presented separately by class standing for each of the 2005 Basic Carnegie Classification groups and for the entire U.S. NSSE 2007 cohort of colleges and universities. Also included are results for schools that scored in the top 10% of all U.S. NSSE 2007 institutions¹ (58 schools) on the benchmark. The pattern of responses among these “Top 10%” institutions sets a high bar for schools aspiring to be among the top performers on a particular benchmark.

Sample

These results are based on responses from 149,181 first-year and 148,902 senior students who were randomly sampled from 587 four-year colleges and universities in the U.S.

Many institutions are an exception to the general principle that “smaller is better” in terms of student engagement.

Weighting

Student cases in the percentile distributions and frequency tables are weighted within their institution by gender and enrollment status (full-time, less than full-time). Cases are also weighted between institutions by undergraduate enrollment to ensure that students from a single institution contribute to the figures in the same proportion as if every first-year and senior student from that institution responded to the survey.

Interpreting Scores

When interpreting benchmark scores keep in mind that individual student performance typically varies much more *within* institutions than average performance does *between* institutions. Many students at lower scoring institutions are *more engaged* than the typical student at top scoring institutions. An average benchmark score for an institution may say little about the engagement of an individual student with certain characteristics. For these reasons, we recommend that institutions disaggregate results and calculate scores for different groups of students.

As in previous years, students attending smaller schools with a focus on arts and sciences have higher scores across the board on average. However, some large institutions are more engaging than certain small colleges in a given area of effective educational practice. Thus, many institutions are an exception to the general principle that “smaller is better” in terms of student engagement. For this reason, it is prudent that anyone wishing to estimate collegiate quality review institution-specific results.



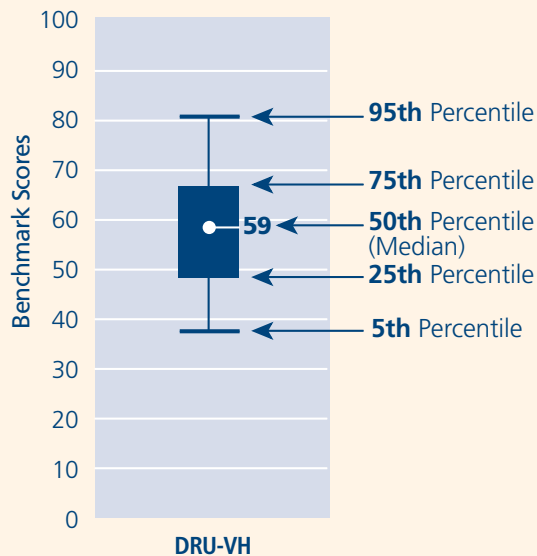
Earlham College

Percentile Distributions²

Percentile distributions are shown in a modified “box and whiskers” type of chart with an accompanying table. For each group of institutions, the charts and tables show students’ scores within the distribution at the 95th, 75th, 50th (median), 25th, and 5th percentiles. The dot signifies the median – the middle score that divides all students’ scores into two equal halves. The rectangular box shows the 25th to 75th percentile range, the middle 50% of all scores. The “whiskers” on top and bottom are the 95th and 5th percentiles, showing a wide range of scores but excluding outliers.

This type of information is more meaningful than simple point estimates such as means or medians. One can see the range and variation of student scores in each category, and also where mid-range or normal scores fall. At the same time one can see what range of scores are needed (i.e., 75th or 95th percentile) to be a top performer in the group.

Guide to Benchmark Figures



Notes

- 1 To derive the top 10% categories, institutions were sorted according to their precision-weighted scores. Precision-weighting adjusts less reliable scores toward the national mean.
- 2 A percentile is a score within a distribution below which a given percentage of scores is found. For example, the 75th percentile of a distribution of scores is the point below which 75 percent of the scores fall.

Frequency Tables

Following each set of percentile distributions is a table of frequencies based on data from 2007. These tables show the percentages of student responses to the survey items that contribute to the benchmark. The values listed are column percentages.

For more details on the construction of the benchmarks, visit our Web site at www.nsse.iub.edu/2007_Institutional_Report/.

Carnegie 2005 Basic Classifications

DRU-VH	Research Universities (very high research activity)
DRU-H	Research Universities (high research activity)
DRU	Doctoral/Research Universities
Master's-L	Master's Colleges and Universities (larger programs)
Master's-M	Master's Colleges and Universities (medium programs)
Master's-S	Master's Colleges and Universities (smaller programs)
Bac-AS	Baccalaureate Colleges—Arts & Sciences
Bac-Div	Baccalaureate Colleges—Diverse Fields

www.carnegiefoundation.org/classifications/

Level of Academic Challenge

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by setting high expectations for student performance.

Key

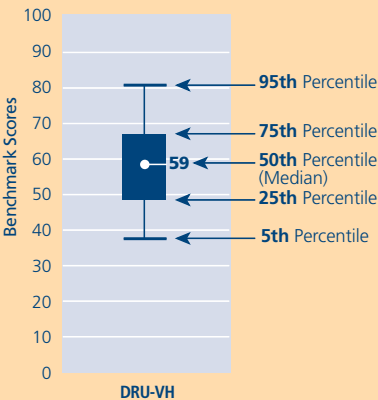


First-Year Students

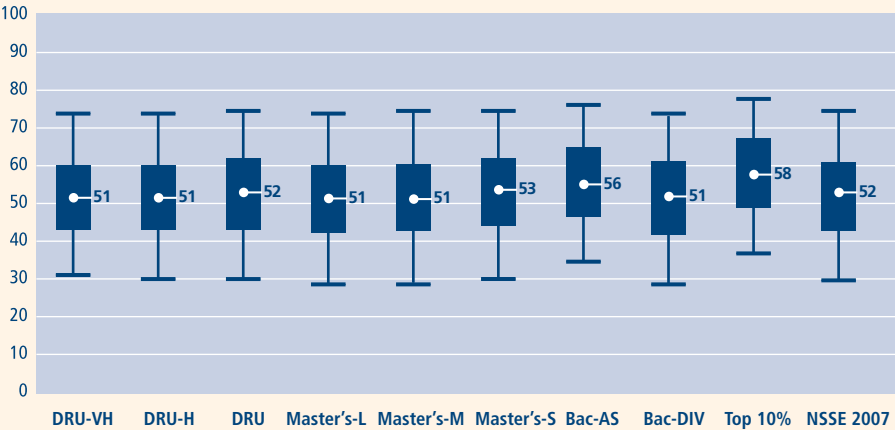


Seniors

Guide to Benchmark Figures



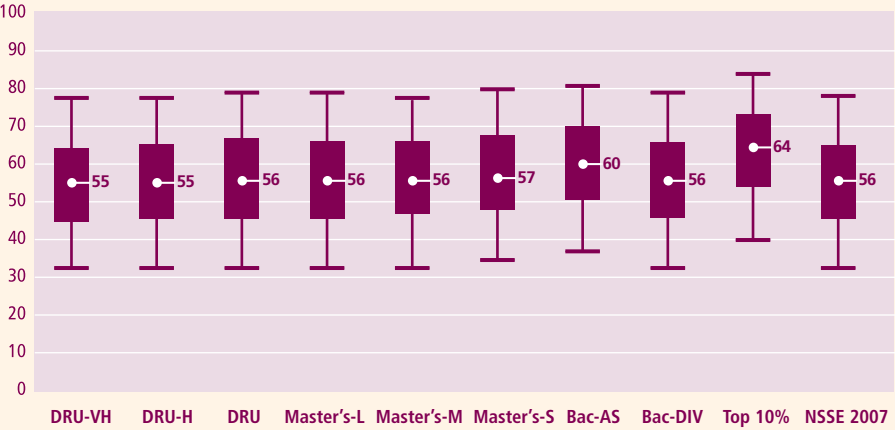
Benchmark Scores First-Year Students



Percentiles First-Year Students

	DRU-VH	DRU-H	DRU	Master's-L	Master's-M	Master's-S	Bac-AS	Bac-DIV	Top 10%	NSSE 2007
95th %	73	73	74	73	74	74	77	73	78	74
75th %	60	60	62	60	60	62	65	61	67	61
Median	51	51	52	51	51	53	56	51	58	52
25th %	43	43	43	42	42	44	47	42	49	43
5th %	31	30	30	29	29	30	34	29	37	30

Benchmark Scores Seniors



Percentiles Seniors

	DRU-VH	DRU-H	DRU	Master's-L	Master's-M	Master's-S	Bac-AS	Bac-DIV	Top 10%	NSSE 2007
95th %	78	78	79	79	78	80	81	79	84	78
75th %	64	65	67	66	66	67	70	66	73	65
Median	55	55	56	56	56	57	60	56	64	56
25th %	45	46	46	46	47	48	51	46	54	46
5th %	32	32	32	32	32	34	37	32	40	32

First-Year Students Seniors (in percentages)		DRU-VH	DRU-H	DRU	Master's-L	Master's-M	Master's-S	Bac-AS	Bac-DIV	Top 10%	NSSE 2007
Number of assigned textbooks, books, or book-length packs of course readings	None	1 2	1 1	1 1	1 1	1 1	1 1	0 1	1 1	1 1	1 1
	Between 1 and 4	19 27	21 29	22 28	23 29	27 30	22 26	13 18	25 29	13 16	22 28
	Between 5 and 10	46 39	46 40	43 39	45 39	43 38	39 38	36 35	43 39	38 31	44 39
	Between 11 and 20	25 21	23 19	24 20	22 19	20 19	26 21	34 27	21 19	31 28	24 20
	More than 20	9 12	9 11	10 12	9 12	10 12	12 14	17 19	10 12	17 24	10 12
Number of written papers or reports of 20 PAGES OR MORE	None	86 53	84 52	83 51	82 50	80 50	79 49	83 39	81 50	76 33	83 51
	Between 1 and 4	11 39	12 40	13 40	13 41	14 42	15 43	14 53	14 42	18 52	13 41
	Between 5 and 10	2 5	2 6	2 7	3 6	3 6	3 6	2 6	3 6	4 9	3 6
	Between 11 and 20	1 1	1 1	1 2	1 2	1 1	2 1	1 1	2 1	2 3	1 2
	More than 20	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 3	1 1
Number of written papers or reports BETWEEN 5 AND 19 PAGES	None	17 10	14 11	12 9	15 9	18 9	14 7	7 4	16 9	7 3	15 9
	Between 1 and 4	54 46	54 47	52 44	54 45	53 46	53 42	49 35	55 45	44 31	53 45
	Between 5 and 10	23 31	25 29	28 31	24 31	21 30	25 34	33 39	22 31	35 40	24 31
	Between 11 and 20	5 10	6 10	7 11	6 11	6 11	6 13	10 16	6 11	12 18	6 11
	More than 20	1 4	1 4	1 4	1 4	1 4	2 5	2 5	2 4	3 8	1 4
Number of written papers or reports of FEWER THAN 5 PAGES	None	4 6	3 7	3 6	3 8	3 7	3 7	2 4	4 7	3 6	3 7
	Between 1 and 4	35 33	32 36	32 34	33 36	32 34	28 30	22 28	29 33	24 28	32 35
	Between 5 and 10	34 29	34 27	35 28	34 27	35 26	33 28	35 30	32 26	33 29	34 28
	Between 11 and 20	19 18	20 17	20 17	20 16	20 17	22 20	26 21	21 19	25 20	20 17
	More than 20	9 14	10 13	11 14	10 13	10 15	14 15	15 17	14 15	16 17	11 14
Coursework emphasized: ANALYZING the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	Very little	2 2	2 1	2 2	2 2	3 1	3 1	2 1	3 2	1 1	2 2
	Some	20 15	20 14	20 14	22 15	21 15	19 14	15 11	23 15	13 7	20 15
	Quite a bit	46 43	46 44	45 43	45 43	45 43	46 44	44 41	45 44	42 37	45 43
	Very much	32 40	32 40	33 41	30 40	30 41	32 40	39 48	29 39	44 54	32 40
Coursework emphasized: SYNTHESIZING and organizing ideas, information, or experiences into new, more complex interpretations and relationships	Very little	4 4	5 4	5 4	5 4	5 3	5 2	3 2	6 3	3 1	5 4
	Some	30 24	29 24	29 22	31 23	30 22	28 21	24 17	31 23	21 12	30 23
	Quite a bit	42 41	42 41	41 41	42 41	42 41	41 43	43 40	42 41	42 38	42 41
	Very much	24 32	24 31	25 34	23 33	23 34	26 35	29 40	22 33	34 48	24 33
Coursework emphasized: MAKING JUDGMENTS about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	Very little	6 6	7 6	5 5	5 5	6 4	5 4	4 4	6 4	4 3	6 5
	Some	31 26	28 25	28 23	28 23	27 23	26 22	25 21	29 23	24 16	29 24
	Quite a bit	41 38	41 40	41 39	41 40	42 40	43 41	43 41	41 40	41 38	41 39
	Very much	22 29	24 30	26 33	25 32	24 33	27 33	28 35	24 33	31 43	24 31
Coursework emphasized: APPLYING theories or concepts to practical problems or in new situations	Very little	4 3	4 3	4 3	4 3	4 3	4 2	3 2	4 2	3 2	4 3
	Some	23 19	23 17	23 17	25 17	24 16	23 16	22 16	26 16	18 13	23 18
	Quite a bit	40 37	40 38	41 37	41 38	41 38	40 40	41 38	40 38	38 35	40 38
	Very much	34 41	33 42	32 43	30 41	31 43	33 43	34 44	30 43	41 50	32 42
Worked harder than you thought you could to meet an instructor's standards or expectations	Never	10 9	9 7	8 6	8 6	7 5	6 5	7 5	7 5	7 4	8 7
	Sometimes	41 41	40 38	38 35	39 35	38 34	36 34	37 35	38 34	35 29	39 37
	Often	35 35	37 37	37 38	38 39	38 38	40 40	39 38	38 39	39 41	37 37
	Very often	13 16	14 18	17 22	16 21	17 22	17 21	17 21	17 22	20 26	15 19
Hours per 7-day week spent preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	0	0 0	0 1	0 0	0 0	1 0	0 0	0 0	0 0	0 1	0 0
	1-5	13 16	17 19	18 18	21 20	20 20	20 19	11 13	20 19	12 12	17 18
	6-10	25 25	28 26	28 26	29 28	28 27	27 27	23 23	28 28	22 23	27 26
	11-15	23 20	22 19	22 20	21 19	20 19	21 20	23 21	21 19	22 19	22 19
	16-20	18 16	16 15	15 15	14 14	14 14	15 15	19 18	15 15	19 18	16 15
	21-25	10 9	9 9	8 9	7 8	9 9	8 8	12 11	8 8	12 11	9 9
	26-30	6 6	4 5	4 5	4 5	4 5	4 5	6 7	4 4	7 7	5 5
Institutional emphasis: Spending significant amounts of time studying and on academic work	More than 30	5 7	4 7	4 6	3 5	4 6	4 6	5 7	3 6	6 9	4 6
	Very little	2 3	2 3	2 3	2 3	2 3	2 2	2 2	3 2	1 1	2 3
	Some	18 20	20 20	19 20	20 20	18 17	20 17	14 13	19 20	13 12	19 19
	Quite a bit	47 46	48 46	48 46	48 47	49 47	47 49	45 44	46 46	43 42	48 46
	Very much	33 31	30 32	30 32	29 31	32 33	31 33	39 41	32 32	42 44	32 32

Active and Collaborative Learning

Students learn more when they are intensely involved in their education and are asked to think about and apply what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students to deal with the messy, unscripted problems they will encounter daily, both during and after college.

Key

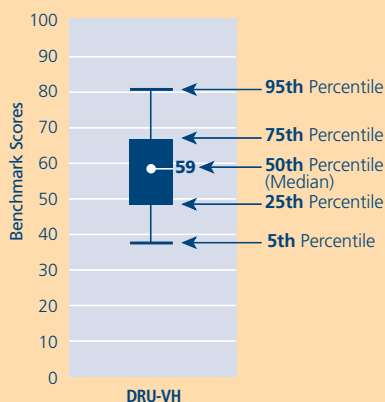


First-Year Students

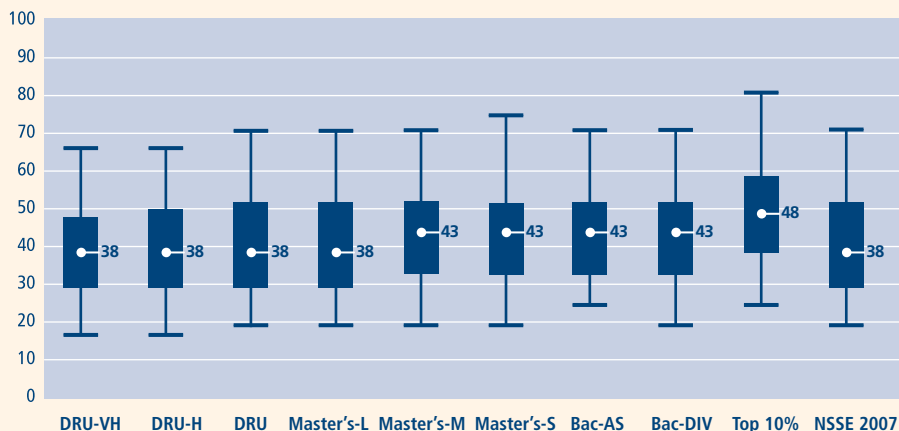


Seniors

Guide to Benchmark Figures



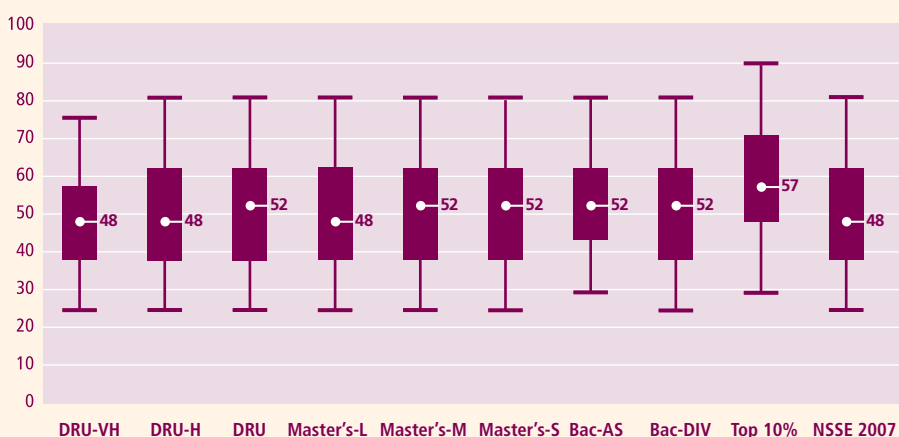
Benchmark Scores First-Year Students



Percentiles First-Year Students

	DRU-VH	DRU-H	DRU	Master's-L	Master's-M	Master's-S	Bac-AS	Bac-DIV	Top 10%	NSSE 2007
95th %	67	67	71	71	71	75	71	71	81	71
75th %	48	50	52	52	52	52	52	52	58	52
Median	38	38	38	38	43	43	43	43	48	38
25th %	29	29	29	29	33	33	33	33	38	29
5th %	17	17	19	19	19	19	24	19	24	19

Benchmark Scores Seniors



Percentiles Seniors

	DRU-VH	DRU-H	DRU	Master's-L	Master's-M	Master's-S	Bac-AS	Bac-DIV	Top 10%	NSSE 2007
95th %	76	81	81	81	81	81	81	81	90	81
75th %	57	62	62	62	62	62	62	62	71	62
Median	48	48	52	48	52	52	52	52	57	48
25th %	38	38	38	38	38	38	43	38	48	38
5th %	24	24	24	24	24	24	29	24	29	24

First-Year Students Seniors (in percentages)		DRU-VH		DRU-H		DRU		Master's-L		Master's-M		Master's-S		Bac-AS		Bac-DIV		Top 10%		NSSE 2007	
Asked questions in class or contributed to class discussions	Never	6	4	5	3	3	2	3	2	3	2	2	1	1	1	3	1	2	1	4	2
	Sometimes	46	36	43	31	38	25	38	26	36	23	31	19	28	19	34	21	28	22	39	28
	Often	33	33	34	33	34	33	36	33	35	34	37	32	38	31	37	34	37	32	35	33
	Very often	15	28	19	33	25	40	23	39	25	42	29	48	32	48	26	44	34	45	22	36
Made a class presentation	Never	22	7	20	6	13	5	14	5	13	5	10	4	9	2	13	4	6	2	16	6
	Sometimes	57	43	55	38	53	32	52	31	50	30	50	28	57	32	50	29	44	22	53	35
	Often	17	32	19	35	26	36	26	38	28	37	29	39	28	42	28	40	34	39	23	36
	Very often	5	17	6	21	8	26	8	26	9	28	11	29	7	24	9	27	16	37	7	23
Worked with other students on projects DURING CLASS	Never	14	13	12	11	11	10	11	9	12	10	11	9	13	12	12	9	10	7	12	11
	Sometimes	46	45	46	44	45	41	45	41	43	40	44	41	49	49	46	42	42	36	45	43
	Often	30	28	32	30	33	31	33	33	34	33	32	33	29	28	32	34	34	33	32	31
	Very often	9	14	10	15	11	18	11	17	12	17	13	17	8	11	10	15	15	24	10	16
Worked with classmates OUTSIDE OF CLASS to prepare class assignments	Never	12	6	15	7	15	7	17	8	15	8	15	10	7	5	17	8	9	3	15	7
	Sometimes	45	34	45	34	45	34	45	36	43	34	44	36	44	37	44	37	39	26	45	35
	Often	30	33	28	33	29	34	28	33	29	34	29	33	36	37	29	36	34	37	29	34
	Very often	13	27	12	26	11	25	10	22	13	24	12	21	13	21	11	20	18	34	12	24
Tutored or taught other students (paid or voluntary)	Never	47	41	49	42	53	43	55	46	52	43	52	46	49	35	54	40	45	35	51	43
	Sometimes	37	37	35	36	33	36	32	34	33	35	32	33	35	37	31	37	36	36	34	36
	Often	12	13	12	13	10	12	10	12	10	12	10	11	11	15	10	13	12	16	11	13
	Very often	5	9	4	9	4	9	4	9	4	10	5	10	5	13	5	10	7	13	5	9
Participated in a community-based project (e.g., service learning) as part of a regular course	Never	67	60	63	56	61	48	65	53	61	49	56	47	57	47	59	45	47	38	64	54
	Sometimes	22	27	24	28	26	32	24	29	26	31	29	32	29	34	28	34	32	35	24	29
	Often	8	9	9	10	9	12	8	11	9	13	11	13	10	12	9	13	14	16	8	11
	Very often	3	5	4	6	4	8	3	6	4	7	4	8	4	7	4	8	8	11	4	6
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	Never	7	5	8	4	7	4	9	5	8	4	6	5	4	2	8	4	6	3	8	5
	Sometimes	40	35	39	33	39	32	38	33	38	32	37	31	34	28	39	34	34	29	38	33
	Often	35	37	34	38	35	37	34	37	34	38	35	38	37	40	35	37	35	38	35	37
	Very often	18	23	18	25	19	26	19	25	20	25	22	26	24	30	18	25	25	30	19	25

"We draw on NSSE data when reporting to the Kentucky Council for Post-Secondary Education about student engagement in learning and preparing our students for life and work and civic involvement."

— Rodney B. Piercey, Provost and Vice President for Academic Affairs, Eastern Kentucky University

Student-Faculty Interaction

Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, lifelong learning.

Key

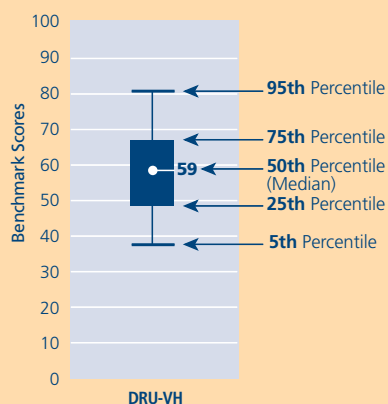


First-Year Students

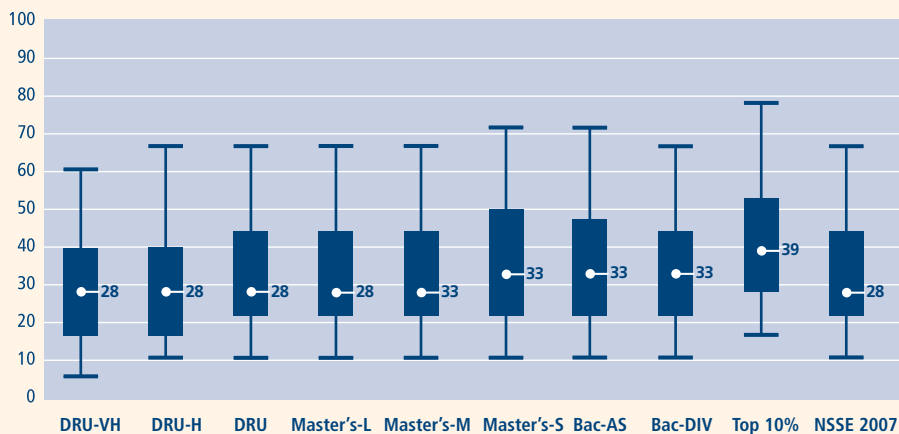


Seniors

Guide to Benchmark Figures



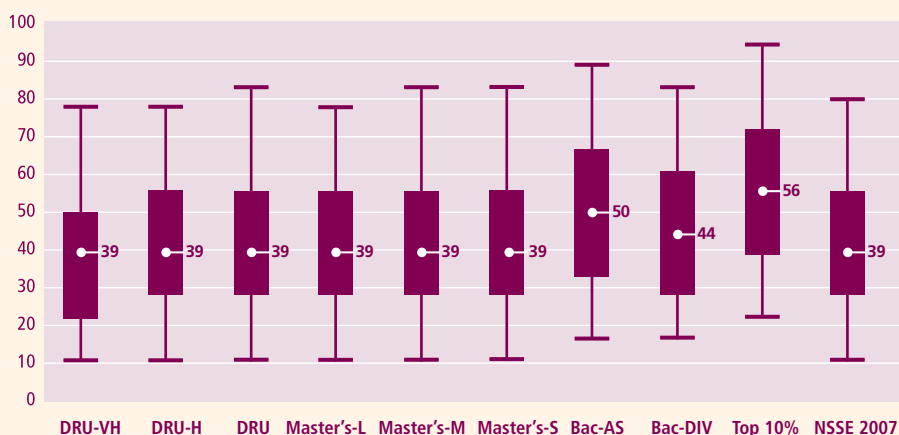
Benchmark Scores First-Year Students



Percentiles First-Year Students

	DRU-VH	DRU-H	DRU	Master's-L	Master's-M	Master's-S	Bac-AS	Bac-DIV	Top 10%	NSSE 2007
95th %	61	67	67	67	67	72	72	67	78	67
75th %	39	40	44	44	44	50	47	44	53	44
Median	28	28	28	28	33	33	33	33	39	28
25th %	17	17	22	22	22	22	22	22	28	22
5th %	6	11	11	11	11	11	11	11	17	11

Benchmark Scores Seniors



Percentiles Seniors

	DRU-VH	DRU-H	DRU	Master's-L	Master's-M	Master's-S	Bac-AS	Bac-DIV	Top 10%	NSSE 2007
95th %	78	78	83	78	83	83	89	83	94	80
75th %	50	56	56	56	56	56	67	61	72	56
Median	39	39	39	39	39	39	50	44	56	39
25th %	22	28	28	28	28	28	33	28	39	28
5th %	11	11	11	11	11	11	17	17	22	11

First-Year Students	Seniors (in percentages)	DRU-VH	DRU-H	DRU	Master's-L	Master's-M	Master's-S	Bac-AS	Bac-DIV	Top 10%	NSSE 2007
Discussed grades or assignments with an instructor	Never	10 6	8 5	8 5	8 5	8 4	6 4	5 4	7 3	5 2	8 5
	Sometimes	48 41	45 38	42 36	43 36	41 34	38 34	40 33	41 30	34 25	44 37
	Often	28 31	30 33	32 33	31 33	33 34	34 34	35 35	32 37	36 37	31 33
	Very often	14 22	17 25	18 27	17 26	18 28	22 28	20 29	20 30	26 36	17 25
Discussed ideas from your readings or classes with faculty members outside of class	Never	45 32	44 30	41 29	42 29	40 26	36 26	30 16	39 22	29 14	42 29
	Sometimes	38 45	38 44	39 44	38 43	39 44	40 44	45 46	40 45	41 43	39 44
	Often	12 15	13 17	14 17	14 18	15 19	16 19	17 24	14 21	19 25	14 18
	Very often	5 8	5 9	6 10	6 10	7 11	7 11	8 14	7 12	10 18	6 10
Talked about career plans with a faculty member or advisor	Never	25 19	26 18	24 18	25 18	21 15	19 17	20 8	20 12	16 7	24 17
	Sometimes	48 45	47 43	47 42	45 41	47 40	45 39	47 37	48 37	42 30	47 42
	Often	19 22	19 24	20 24	21 24	22 27	24 26	22 31	21 29	27 32	20 24
	Very often	7 13	8 15	9 17	9 16	10 18	12 18	10 24	11 22	15 31	9 16
Received prompt written or oral feedback from faculty on your academic performance	Never	10 7	8 5	7 5	8 5	9 4	6 4	4 2	7 3	6 2	8 5
	Sometimes	42 37	40 33	37 31	38 31	38 30	34 27	33 25	38 29	31 24	39 32
	Often	37 43	39 44	40 44	39 44	38 45	42 46	45 48	39 46	41 46	39 44
	Very often	11 14	13 18	16 20	15 19	15 21	18 23	18 24	16 22	22 29	14 18
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	Never	63 50	61 49	59 49	60 50	57 46	54 48	47 29	54 39	46 24	59 48
	Sometimes	26 31	26 31	26 29	26 30	28 31	28 29	35 38	29 34	31 38	27 31
	Often	8 12	10 13	10 13	10 13	11 15	12 15	13 20	12 17	15 22	10 13
	Very often	3 7	4 7	4 9	4 7	4 9	6 8	5 13	5 10	8 16	4 8
Work on a research project with a faculty member outside of course or program requirements	Have not decided	38 14	40 16	39 18	41 19	40 18	39 17	42 11	40 16	37 11	40 17
	Do not plan to do	23 52	24 52	26 52	26 52	27 53	26 55	19 52	28 55	22 47	25 52
	Plan to do	33 11	31 13	29 13	28 13	28 12	30 10	35 8	26 11	34 9	30 12
	Done	5 23	5 19	5 17	5 16	5 17	5 18	5 29	6 18	7 33	5 19

“Having NSSE benchmarks and comparative data allows us to be more focused in our planning and priorities, and to assess whether our planning and implementation have been effective.”

— Jane M. Fritz, Professor and Acting Vice President
Fredericton (Academic), University of New
Brunswick Fredericton

Enriching Educational Experiences

Complementary learning opportunities inside and outside the classroom augment the academic program. Experiencing diversity teaches students valuable things about themselves and other cultures. Used appropriately, technology facilitates learning and promotes collaboration between peers and instructors. Internships, community service, and senior capstone courses provide students with opportunities to synthesize, integrate, and apply their knowledge. Such experiences make learning more meaningful and, ultimately, more useful because what students know becomes a part of who they are.

Key

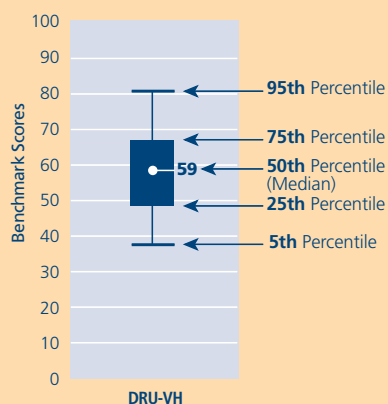


First-Year Students

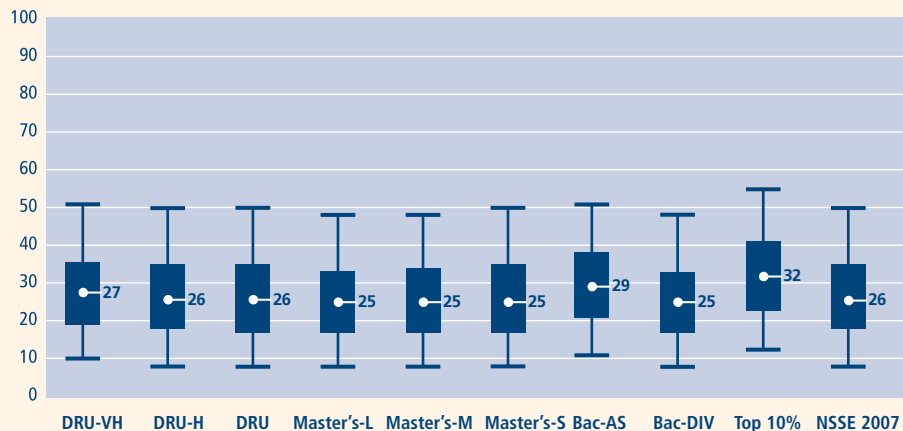


Seniors

Guide to Benchmark Figures



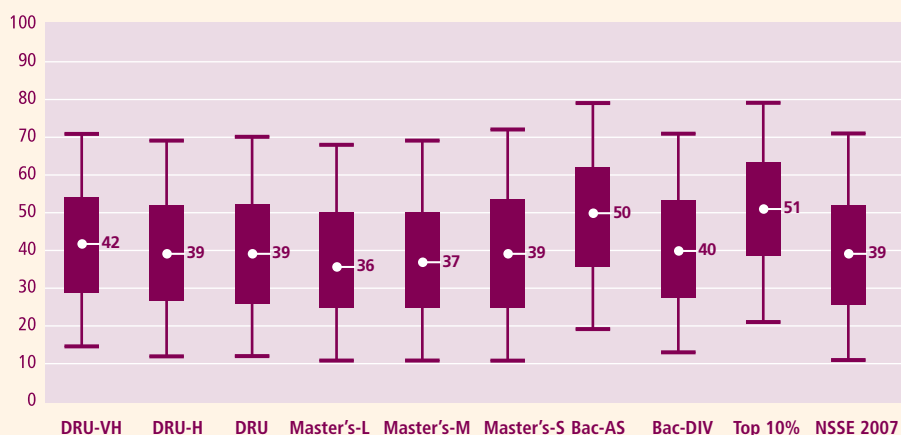
Benchmark Scores First-Year Students



Percentiles First-Year Students

	DRU-VH	DRU-H	DRU	Master's-L	Master's-M	Master's-S	Bac-AS	Bac-DIV	Top 10%	NSSE 2007
95th %	51	50	50	48	48	50	51	48	55	50
75th %	36	35	35	33	34	35	38	33	41	35
Median	27	26	26	25	25	25	29	25	32	26
25th %	19	18	17	17	17	17	21	17	23	18
5th %	10	8	8	8	8	8	11	8	12	8

Benchmark Scores Seniors



Percentiles Seniors

	DRU-VH	DRU-H	DRU	Master's-L	Master's-M	Master's-S	Bac-AS	Bac-DIV	Top 10%	NSSE 2007
95th %	71	69	70	68	69	72	79	71	79	71
75th %	54	52	52	50	50	53	62	53	63	52
Median	42	39	39	36	37	39	50	40	51	39
25th %	29	27	26	25	25	25	37	28	39	26
5th %	14	12	12	11	11	11	19	13	21	11

First-Year Students Seniors (in percentages)		DRU-VH		DRU-H		DRU		Master's-L		Master's-M		Master's-S		Bac-AS		Bac-DIV		Top 10%		NSSE 2007	
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	Never	10	8	12	10	12	10	13	11	16	12	13	10	8	6	15	11	8	6	12	10
	Sometimes	33	33	33	35	34	35	34	35	35	37	34	37	32	34	37	38	29	30	34	35
	Often	31	31	30	30	29	28	29	29	27	27	29	29	30	31	28	28	30	33	29	30
	Very often	27	27	26	26	25	27	24	25	22	23	24	24	30	29	21	23	33	32	25	26
Had serious conversations with students of a different race or ethnicity than your own	Never	14	11	15	12	15	12	18	14	20	16	16	14	14	11	19	15	11	8	16	12
	Sometimes	34	34	34	35	35	33	34	34	35	37	34	36	34	37	37	38	31	32	34	35
	Often	28	29	27	28	27	28	26	27	25	25	27	26	27	26	24	26	28	28	27	28
	Very often	24	27	24	26	23	26	22	25	20	23	23	24	25	26	20	21	31	32	23	25
Institutional emphasis: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	Very little	12	21	14	20	14	18	14	18	13	17	12	17	11	16	15	19	11	17	13	19
	Some	33	36	34	36	32	34	32	35	33	34	31	34	31	35	33	36	29	35	33	35
	Quite a bit	33	27	32	28	32	29	33	29	33	30	32	30	32	29	32	27	33	28	32	28
	Very much	22	16	21	16	22	19	21	18	22	19	24	20	26	19	21	18	27	20	22	17
Hours per 7-day week spent participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	0	31	38	37	46	42	52	46	55	44	51	41	52	25	25	44	46	28	25	39	47
	1-5	36	32	32	31	30	27	29	25	30	27	31	24	36	34	28	29	36	35	32	29
	6-10	17	14	14	11	13	10	11	9	11	10	12	10	17	17	11	10	17	17	13	11
	11-15	8	7	7	5	6	4	6	4	6	5	7	5	10	9	7	6	8	9	7	5
	16-20	4	4	4	3	4	3	4	3	4	3	4	4	6	6	4	4	5	6	4	3
	21-25	2	2	2	2	2	1	2	1	2	2	2	2	3	3	2	2	2	3	2	2
	26-30	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1
	More than 30	2	2	2	2	2	2	2	2	2	2	2	2	2	3	1	2	2	3	2	2
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	Never	13	10	16	12	16	10	18	12	19	12	18	11	17	13	19	12	13	8	16	11
	Sometimes	32	29	31	27	31	27	31	28	31	27	30	27	32	31	30	27	31	29	31	28
	Often	29	27	28	27	28	27	27	26	26	26	26	27	27	26	26	27	29	28	27	27
	Very often	26	34	25	34	25	36	24	34	25	35	26	34	24	29	25	35	27	35	25	34
Practicum, internship, field experience, co-op experience, or clinical assignment	Have not decided	12	7	13	8	13	9	15	10	16	8	13	9	12	6	14	5	9	4	14	8
	Do not plan to do	3	17	4	17	4	16	5	16	6	16	5	20	3	17	6	14	3	14	4	16
	Plan to do	78	19	76	23	75	25	73	27	71	24	74	20	76	12	72	21	78	13	75	23
	Done	7	57	7	51	7	51	7	48	8	52	8	51	8	66	9	60	10	69	7	53
Community service or volunteer work	Have not decided	13	8	14	10	16	10	17	12	16	11	13	9	12	6	17	9	10	5	15	10
	Do not plan to do	7	17	8	17	8	17	8	18	9	17	8	17	5	13	9	16	6	13	8	17
	Plan to do	41	11	39	14	40	15	41	16	37	15	41	14	39	9	35	14	35	8	40	14
	Done	40	63	39	60	37	59	34	54	38	58	38	60	45	72	40	62	50	74	38	59
Participate in a learning community or some other formal program where groups of students take two or more classes together	Have not decided	29	12	33	14	33	14	34	17	36	17	37	16	40	12	38	15	26	10	34	15
	Do not plan to do	32	57	29	54	26	49	25	49	24	47	23	49	26	57	26	50	26	56	27	52
	Plan to do	19	6	21	7	23	10	24	10	24	9	25	9	22	5	23	9	18	5	22	8
	Done	20	25	18	25	18	28	16	24	16	27	14	26	13	26	13	27	30	30	17	25
Foreign language coursework	Have not decided	17	5	18	8	19	9	20	11	21	11	19	10	13	4	22	9	14	4	19	8
	Do not plan to do	26	39	26	41	29	42	29	46	30	47	27	46	16	26	28	46	17	28	27	42
	Plan to do	31	7	33	8	32	9	33	10	31	10	35	8	32	4	33	9	35	5	32	9
	Done	26	49	22	43	21	39	18	33	18	33	19	36	39	65	16	36	34	63	22	41
Study abroad	Have not decided	28	11	30	12	30	14	31	15	31	14	30	13	24	7	30	13	25	7	30	13
	Do not plan to do	22	63	28	65	31	65	30	66	33	66	28	65	16	54	34	69	18	52	27	64
	Plan to do	47	9	40	9	36	8	37	9	33	8	39	7	57	6	32	8	55	8	41	9
	Done	2	18	2	14	2	13	3	10	4	11	4	14	3	33	4	11	3	33	3	14
Independent study or self-designed major	Have not decided	32	10	33	13	34	14	35	15	34	14	33	12	37	7	34	12	32	6	34	13
	Do not plan to do	53	67	49	62	48	61	46	59	43	57	43	58	40	58	44	56	50	63	47	61
	Plan to do	12	7	14	9	15	9	16	10	18	10	19	9	21	5	18	9	15	5	16	9
	Done	2	16	3	17	3	16	4	16	5	19	4	20	3	30	4	23	3	27	3	17
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	Have not decided	44	11	40	11	39	12	41	13	39	13	37	11	32	5	38	10	39	6	40	11
	Do not plan to do	13	36	11	26	12	24	12	25	13	24	12	24	6	16	12	21	11	28	12	27
	Plan to do	41	24	48	30	48	32	46	31	46	33	50	30	60	24	48	33	49	19	47	29
	Done	1	29	2	33	1	33	2	30	2	30	2	36	1	55	2	37	1	47	2	32

Supportive Campus Environment

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.

Key

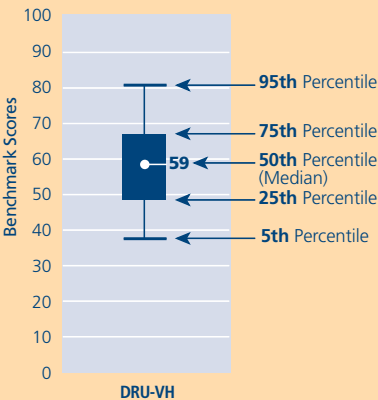


First-Year Students

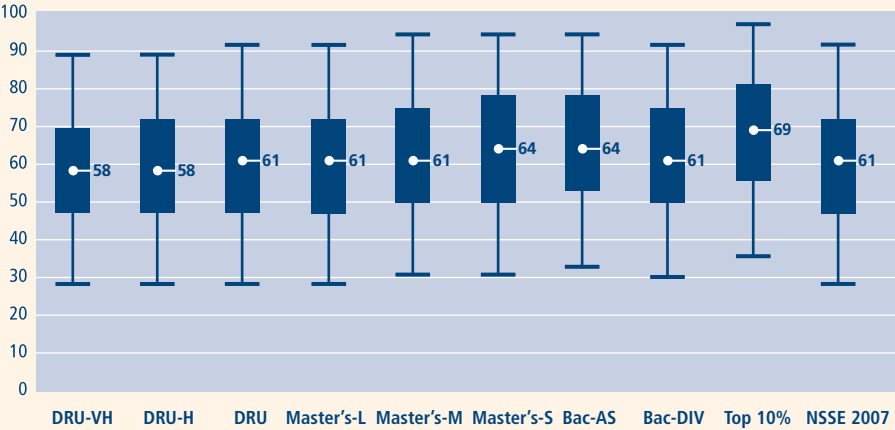


Seniors

Guide to Benchmark Figures



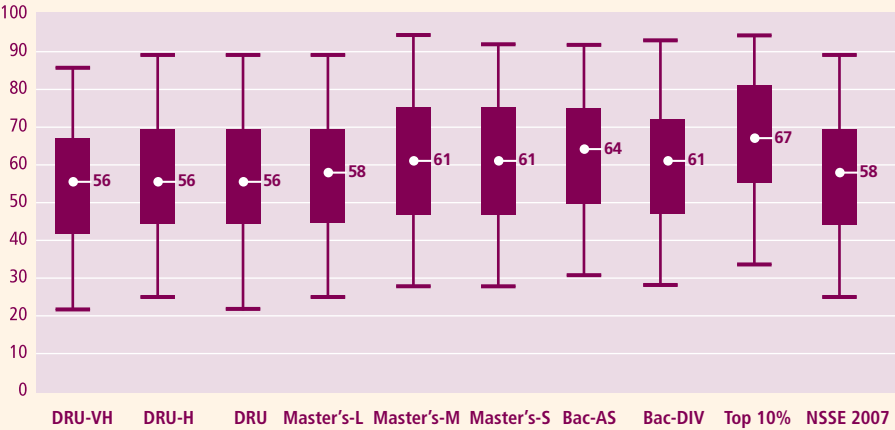
Benchmark Scores First-Year Students



Percentiles First-Year Students

	DRU-VH	DRU-H	DRU	Master's-L	Master's-M	Master's-S	Bac-AS	Bac-DIV	Top 10%	NSSE 2007
95th %	89	89	92	92	94	94	94	92	97	92
75th %	69	72	72	72	75	78	78	75	81	72
Median	58	58	61	61	61	64	64	61	69	61
25th %	47	47	47	47	50	50	53	50	56	47
5th %	28	28	28	28	31	31	33	30	36	28

Benchmark Scores Seniors



Percentiles Seniors

	DRU-VH	DRU-H	DRU	Master's-L	Master's-M	Master's-S	Bac-AS	Bac-DIV	Top 10%	NSSE 2007
95th %	86	89	89	89	94	92	92	92	94	89
75th %	67	69	69	69	75	75	75	72	81	69
Median	56	56	56	58	61	61	64	61	67	58
25th %	42	44	44	44	47	47	50	47	53	44
5th %	22	25	25	25	28	31	31	28	33	25

First-Year Students	Seniors (in percentages)	DRU-VH	DRU-H	DRU	Master's-L	Master's-M	Master's-S	Bac-AS	Bac-DIV	Top 10%	NSSE 2007
Institutional emphasis: Providing the support you need to thrive socially	Very little	16 26	17 25	17 27	18 27	17 24	17 25	13 19	18 25	11 14	17 26
	Some	39 41	37 41	38 39	38 40	37 38	34 38	37 41	38 39	30 33	38 40
	Quite a bit	33 24	32 25	32 24	31 24	32 27	33 27	35 30	31 25	37 35	32 25
	Very much	12 8	14 9	13 9	13 9	14 11	16 11	15 11	13 11	22 18	13 9
Institutional emphasis: Providing the support you need to help you succeed academically	Very little	3 7	4 6	3 6	3 6	3 4	3 4	2 3	4 5	2 2	3 6
	Some	24 30	23 28	22 26	22 26	20 22	18 20	15 17	20 23	13 16	22 26
	Quite a bit	46 44	46 44	45 43	45 44	46 44	44 45	43 44	44 44	42 43	45 44
	Very much	28 20	27 22	29 25	29 25	31 30	35 32	40 36	32 29	43 38	30 24
Institutional emphasis: Helping you cope with your non-academic responsibilities (work, family, etc.)	Very little	29 44	28 41	27 39	27 40	25 35	23 34	20 29	26 35	16 24	27 40
	Some	42 38	40 37	39 36	38 36	37 36	38 37	42 43	38 37	34 37	40 37
	Quite a bit	22 14	22 16	24 17	24 17	26 20	27 19	26 20	24 19	31 25	23 17
	Very much	7 5	10 7	10 8	10 8	12 10	13 10	11 8	12 9	19 14	10 7
Quality: Your relationships with other students	Unfriendly, Unsupportive, Sense of Alienation	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1
	2	2 3	2 2	3 3	3 2	2 2	2 1	2 2	2 2	1 1	3 2
	3	5 5	5 5	6 5	5 5	5 3	4 4	4 4	5 4	3 3	5 5
	4	12 11	12 10	12 11	13 11	11 10	12 10	10 8	12 9	9 7	12 10
	5	22 22	21 21	22 20	21 21	20 19	18 18	19 19	20 19	17 17	21 20
	6	31 31	30 30	28 29	29 29	30 29	30 30	32 31	29 30	30 30	30 30
	Friendly, Supportive, Sense of Belonging	27 28	28 31	28 31	28 32	30 36	33 35	33 35	30 36	38 42	28 31
Quality: Your relationships with faculty members	Unavailable, Unhelpful, Unsympathetic	1 1	1 1	1 1	1 1	1 1	1 0	1 0	1 1	1 0	1 1
	2	3 3	3 2	2 3	2 2	2 2	2 1	1 1	2 2	1 1	3 3
	3	8 7	7 6	6 5	6 5	5 3	5 3	3 3	6 3	4 3	7 5
	4	22 16	20 14	18 13	18 13	15 11	12 10	12 8	15 10	12 9	18 13
	5	30 27	28 26	27 24	28 23	26 20	23 21	25 19	24 20	23 20	27 24
	6	24 28	27 29	27 30	27 30	29 33	32 33	34 35	30 33	31 33	27 30
	Available, Helpful, Sympathetic	11 17	15 21	18 25	18 25	21 30	25 32	24 34	23 31	28 34	17 24
Quality: Your relationships with administrative personnel and offices	Unhelpful, Inconsiderate, Rigid	3 6	4 6	4 5	3 6	4 4	3 4	2 4	3 4	2 3	3 5
	2	7 9	7 9	7 9	7 8	6 7	5 7	5 8	6 7	4 5	7 9
	3	13 14	12 12	12 12	11 11	10 10	10 9	9 11	10 11	8 8	12 12
	4	26 22	24 22	24 21	24 21	21 20	19 19	21 20	21 19	19 19	24 21
	5	24 22	23 21	23 20	23 21	23 21	23 21	25 23	23 22	24 23	23 21
	6	17 17	18 17	17 18	18 18	20 20	22 21	21 20	21 20	22 21	19 18
	Helpful, Considerate, Flexible	9 11	12 12	13 14	13 15	16 18	18 20	16 15	17 18	22 21	13 14

Participating Colleges and Universities: 2000-2007

Alabama

Auburn University¹
Auburn University at Montgomery
Birmingham-Southern College¹
Faulkner University¹
Huntingdon College
Jacksonville State University
Judson College
Miles College
Oakwood College
Samford University
Southeastern Bible College
Spring Hill College
Stillman College
Troy University
Troy University-Montgomery Campus
University of Alabama at Birmingham¹
University of Alabama in Huntsville
University of Alabama, The¹
University of North Alabama
University of South Alabama

Alaska

Alaska Pacific University¹
University of Alaska Anchorage¹
University of Alaska Fairbanks
University of Alaska Southeast

Arizona

Arizona State University at the Polytechnic Campus¹
Arizona State University at the Tempe Campus¹
Arizona State University at the West Campus¹
Embry Riddle Aeronautical University-Prescott
Northern Arizona University¹
University of Arizona, The
University of Advancing Technology

Arkansas

Arkansas State University¹
Arkansas Tech University¹
Ecclesia College
Henderson State University¹
Hendrix College
John Brown University¹
Lyon College
Ouachita Baptist University
Philander Smith College²
Southern Arkansas University
University of Arkansas
University of Arkansas-Fort Smith¹
University of Arkansas at Little Rock¹
University of Arkansas at Monticello
University of Arkansas at Pine Bluff²
University of Central Arkansas
University of the Ozarks

California

Alliant International University
California Baptist University¹
California College of the Arts
California Lutheran University
California Polytechnic State University-San Luis Obispo
California State Polytechnic University-Pomona
California State University San Marcos

California State University, Fresno^{1 2}
California State University, Northridge²
California State University, Sacramento¹
California State University-Bakersfield
California State University-Chico¹
California State University-Dominguez Hills^{1 2}
California State University-Fullerton
California State University-Long Beach¹
California State University-Los Angeles²
California State University-Monterey Bay²
California State University-San Bernardino^{1 2}
California State University-Stanislaus^{1 2}
Chapman University
Concordia University¹
Fresno Pacific University
Harvey Mudd College¹
Holy Names University
Hope International University
Humboldt State University
La Sierra University
Laguna College of Art and Design
Loyola Marymount University
Master's College and Seminary, The
Menlo College
National University¹
Notre Dame de Namur University¹
Occidental College²
Pepperdine University¹
Pitzer College
Point Loma Nazarene University
Saint Mary's College of California¹
San Diego Christian College
San Diego State University
San Francisco State University¹
San Jose State University¹
Santa Clara University¹
Scripps College¹
Sierra College
Simpson University
Sonoma State University¹
University of California-Berkeley
University of California-Davis
University of California-Merced
University of California-Santa Cruz
University of Judaism
University of La Verne
University of Redlands
University of San Diego
University of San Francisco
University of the Pacific
Westmont College¹
Whittier College¹
Woodbury University²

Colorado

Adams State College^{1 2}
Colorado College¹
Colorado School of Mines
Colorado State University¹
Colorado State University-Pueblo²
Fort Lewis College¹
Metropolitan State College of Denver¹
Naropa University

Regis University
United States Air Force Academy
University of Colorado at Boulder
University of Colorado at Colorado Springs¹
University of Colorado at Denver
& Health Sciences Center¹
University of Denver¹

Connecticut

Central Connecticut State University
Connecticut College¹
Eastern Connecticut State University
Fairfield University
Post University¹
Quinnipiac University¹
Sacred Heart University
Saint Joseph College
Southern Connecticut State University
University of Bridgeport
University of Connecticut¹
University of Connecticut-Avery Point¹
University of Connecticut-Stamford¹
University of Connecticut-Tri-Campus¹
University of Hartford
University of New Haven
Western Connecticut State University

Delaware

Delaware State University²
Goldey-Beacom College
University of Delaware
Wesley College

District of Columbia

American University
Catholic University of America
Corcoran College of Art and Design
Gallaudet University
George Washington University
Georgetown University
Howard University
Southeastern University
Trinity (Washington) University¹
University of the District of Columbia^{1 2}

Florida

Barry University²
Beacon College
Bethune Cookman College²
Eckerd College
Edward Waters College²
Embry Riddle Aeronautical University-Daytona Beach
Embry Riddle Aeronautical University-Worldwide
Flagler College¹
Florida A&M University
Florida Atlantic University¹
Florida Gulf Coast University¹
Florida Institute of Technology
Florida International University²
Florida Memorial University
Florida Southern College¹
Florida State University
Jacksonville University¹
Lynn University¹
New College of Florida¹

Northwood University-Florida Campus
Nova Southeastern University
Palm Beach Atlantic University-West Palm Beach
Ringling School of Art and Design
Rollins College¹
Saint John Vianney College Seminary¹
Saint Leo University
Saint Thomas University²
Stetson University
University of Central Florida¹
University of Florida
University of Miami
University of North Florida
University of South Florida
University of South Florida St. Petersburg
University of Tampa, The¹
University of West Florida, The
Warner Southern College¹

Georgia

Agnes Scott College¹
Albany State University²
Armstrong Atlantic State University
Augusta State University
Berry College¹
Brenau University
Clark Atlanta University^{1, 2}
Clayton State University¹
Columbus State University¹
Covenant College
Dalton State College
Emory University
Fort Valley State University²
Georgia College and State University¹
Georgia Institute of Technology
Georgia Southern University¹
Georgia Southwestern State University¹
Georgia State University¹
Kennesaw State University¹
LaGrange College¹
Macon State College
Medical College of Georgia
Mercer University¹
Morehouse College²
North Georgia College & State University¹
Oglethorpe University¹
Oxford College of Emory University¹
Savannah College of Art and Design¹
Savannah State University^{1, 2}
Shorter College¹
Southern Catholic College
Southern Polytechnic State University
Spelman College²
Thomas University
University of Georgia¹
University of West Georgia
Valdosta State University
Wesleyan College¹

Hawaii

Brigham Young University-Hawaii
Chaminade University of Honolulu¹
University of Hawaii at Hilo¹
University of Hawaii at Manoa¹

University of Hawaii-West Oahu

Idaho

Albertson College of Idaho
Boise State University¹
Brigham Young University-Idaho¹
Idaho State University¹
University of Idaho

Illinois

Augustana College¹
Aurora University¹
Blackburn College¹
Bradley University
Chicago State University²
Columbia College Chicago¹
Concordia University
DePaul University¹
Dominican University¹
East-West University
Elmhurst College¹
Eureka College
Greenville College
Harrington College of Design
Illinois College¹
Illinois Institute of Technology
Illinois State University¹
Illinois Wesleyan University¹
Judson College
Knox College¹
Lake Forest College
Lewis University
Lincoln Christian College and Seminary
Loyola University Chicago
McKendree College
Millikin University
Monmouth College¹
North Central College¹
Northeastern Illinois University
Northern Illinois University
Northwestern University
Olivet Nazarene University
Robert Morris College¹
Rockford College
Roosevelt University¹
Saint Xavier University¹
School of the Art Institute of Chicago
Southern Illinois University Edwardsville¹
Trinity Christian College¹
University of Illinois at Chicago
University of Illinois at Springfield
University of Illinois at Urbana-Champaign
University of St Francis¹
Western Illinois University¹
Wheaton College¹

Indiana

Anderson University
Ball State University
Butler University¹
Calumet College of Saint Joseph¹
DePauw University¹
Earlham College¹
Franklin College

Grace College and Theological Seminary
Hanover College
Huntington University¹
Indiana State University
Indiana University Bloomington¹
Indiana University-East¹
Indiana University Kokomo
Indiana University-Northwest
Indiana University-Purdue University-Fort Wayne
Indiana University-Purdue University-Indianapolis¹
Indiana University-South Bend¹
Indiana University-Southeast
Indiana Wesleyan University
Manchester College¹
Purdue University
Purdue University-Calumet Campus
Purdue University-North Central Campus
Rose-Hulman Institute of Technology
Saint Mary's College
Taylor University-Upland
Tri-State University
University of Evansville
University of Indianapolis¹
University of Southern Indiana¹
Valparaiso University
Wabash College

Iowa

Buena Vista University¹
Central College¹
Clarke College¹
Cornell College
Dordt College
Drake University¹
Graceland University-Lamoni¹
Grand View College¹
Grinnell College
Iowa State University¹
Loras College
Luther College¹
Maharishi University of Management
Morningside College¹
Mount Mercy College
Northwestern College
Saint Ambrose University¹
Simpson College¹
University of Dubuque
University of Iowa
University of Northern Iowa¹
Waldorf College
Wartburg College¹

Kansas

Baker University
Benedictine College
Bethany College
Emporia State University¹
Fort Hays State University¹
Friends University
Haskell Indian Nations University²
Kansas State University
McPherson College
MidAmerica Nazarene University
Newman University¹

Participating Colleges and Universities: 2000-2007 (continued)

Pittsburg State University
Southwestern College¹
University of Kansas
University of Saint Mary
Washburn University¹
Wichita State University¹

Kentucky

Alice Lloyd College
Asbury College
Bellarmine University¹
Berea College
Brescia University
Campbellsville University¹
Centre College
Eastern Kentucky University¹
Georgetown College
Kentucky State University^{1, 2}
Lindsey Wilson College
Morehead State University¹
Murray State University¹
Northern Kentucky University
Sullivan University¹
Thomas More College
Transylvania University¹
Union College
University of Kentucky
University of Louisville
Western Kentucky University¹

Louisiana

Centenary College of Louisiana
Dillard University²
Louisiana State University and A&M College¹
Louisiana State University-Shreveport
Louisiana Tech University
Loyola University New Orleans¹
McNeese State University
Northwestern State University of Louisiana
Our Lady of the Lake College
Southeastern Louisiana University¹
Southern University and A&M College²
Tulane University of Louisiana
University of Louisiana at Lafayette
University of Louisiana at Monroe
Xavier University of Louisiana²

Maine

College of the Atlantic
Husson College¹
Saint Joseph's College (Maine)
Thomas College¹
Unity College¹
University of Maine
University of Maine at Augusta
University of Maine at Farmington¹
University of Maine at Fort Kent
University of Maine at Machias
University of Maine at Presque Isle¹
University of New England
University of Southern Maine¹

Maryland

Bowie State University²
College of Notre Dame of Maryland¹

Coppin State University²
Frostburg State University
Goucher College
Hood College
Loyola College in Maryland¹
McDaniel College¹
Morgan State University^{1, 2}
Mount St. Mary's University¹
Salisbury University
Sojourner-Douglass College²
St. Mary's College of Maryland
Towson University¹
United States Naval Academy¹
University of Maryland-Baltimore County¹
University of Maryland-College Park
University of Maryland-Eastern Shore^{1, 2}
Villa Julie College¹
Washington College

Massachusetts

Assumption College
Babson College
Bay Path College
Boston Architectural College
Boston University
Bridgewater State College
Clark University
College of the Holy Cross
Dean College
Emerson College
Emmanuel College
Endicott College¹
Fitchburg State College¹
Framingham State College¹
Franklin W. Olin College of Engineering
Gordon College
Hampshire College¹
Lesley University
Massachusetts College of Liberal Arts¹
Merrimack College
Mount Ida College
Nichols College¹
Northeastern University
Pine Manor College¹
Regis College
Simmons College
Simons Rock College of Bard
Springfield College¹
Stonehill College
Suffolk University¹
University of Massachusetts-Amherst¹
University of Massachusetts-Boston
University of Massachusetts-Dartmouth
University of Massachusetts-Lowell¹
Wentworth Institute of Technology¹
Western New England College
Wheaton College¹
Wheelock College
Williams College
Worcester Polytechnic Institute¹

Michigan

Adrian College
Albion College

Alma College¹
Calvin College
Central Michigan University¹
Cleary University¹
Concordia University
Davenport University
Eastern Michigan University¹
Ferris State University
Grand Valley State University¹
Great Lakes Christian College
Hope College
Kalamazoo College
Kettering University
Kuyper College
Lawrence Technological University
Madonna University
Michigan State University
Michigan Technological University
Northern Michigan University
Northwood University-Michigan Campus
Oakland University
Spring Arbor University
University of Detroit Mercy¹
University of Michigan-Ann Arbor¹
University of Michigan-Dearborn¹
University of Michigan-Flint¹
Wayne State University¹
Western Michigan University¹

Minnesota

Augsburg College¹
Bemidji State University
Bethany Lutheran College
Bethel University¹
Capella University
College of Saint Benedict, The
College of Saint Scholastica, The
College of Saint Catherine, The¹
Concordia College at Moorhead
Concordia University-Saint Paul¹
Gustavus Adolphus College¹
Hamline University
MacAlester College
Martin Luther College
Metropolitan State University
Minnesota State University-Mankato¹
Minnesota State University-Moorhead
Saint Mary's University of Minnesota
Southwest Minnesota State University
St. Cloud State University
St. Olaf College
University of Minnesota-Crookston
University of Minnesota-Duluth
University of Minnesota-Morris
University of St. Thomas¹

Mississippi

Alcorn State University²
Delta State University¹
Jackson State University^{1, 2}
Millsaps College
Mississippi State University
Mississippi State University-Meridian Campus

Mississippi Valley State University²
Tougaloo College²
University of Mississippi
University of Southern Mississippi
William Carey University

Missouri

Avila University
Barnes-Jewish College of Nursing and Allied Health
Central Methodist University¹
College of the Ozarks
Columbia College¹
Drury University¹
Fontbonne University
Harris-Stowe State University²
Kansas City Art Institute
Maryville University of Saint Louis¹
Missouri Baptist University
Missouri Southern State University¹
Missouri State University¹
Missouri Valley College¹
Missouri Western State University
Northwest Missouri State University¹
Rockhurst University¹
Saint Louis University
Southeast Missouri State University
Truman State University¹
University of Central Missouri¹
University of Missouri-Columbia
University of Missouri-Kansas City¹
University of Missouri-Rolla
University of Missouri-St. Louis¹
Webster University Worldwide
Westminster College
William Jewell College
William Woods University¹

Montana

Carroll College
Montana State University-Billings¹
Montana State University-Bozeman
Salish Kootenai College²
University of Montana, The
University of Great Falls

Nebraska

Chadron State College¹
College of Saint Mary
Concordia University Nebraska
Creighton University¹
Doane College
Hastings College
Nebraska Methodist College¹
Nebraska Wesleyan University¹
University of Nebraska at Kearney¹
University of Nebraska at Lincoln¹
University of Nebraska at Omaha¹
Wayne State College¹

Nevada

Nevada State College at Henderson
University of Nevada-Las Vegas
University of Nevada-Reno¹

New Hampshire

Colby-Sawyer College¹

Daniel Webster College
Franklin Pierce College
Keene State College¹
New England College¹
Plymouth State University¹
Rivier College
Saint Anselm College

New Jersey

Bloomfield College
Centenary College¹
College of New Jersey, The
College of Saint Elizabeth
Drew University¹
Fairleigh Dickinson University-Metropolitan Campus
Georgian Court University¹
Kean University
Monmouth University¹
Montclair State University¹
New Jersey City University²
New Jersey Institute of Technology
Ramapo College of New Jersey
Richard Stockton College of New Jersey, The¹
Rider University
Rowan University
Rutgers University-New Brunswick/Piscataway
Saint Peters College²
Seton Hall University¹
Stevens Institute of Technology¹
William Paterson University of New Jersey¹

New Mexico

Eastern New Mexico University^{1 2}
Institute of American Indian
and Alaska Native Culture²
New Mexico Institute of Mining and Technology
New Mexico State University
University of New Mexico²
Western New Mexico University^{1 2}

New York

Adelphi University¹
Alfred University¹
Barnard College
Binghamton University
Canisius College
Cazenovia College¹
Clarkson University
Colgate University
College of New Rochelle, The
College of Saint Rose, The
Concordia College
CUNY Bernard M Baruch College¹
CUNY Brooklyn College¹
CUNY City College
CUNY College of Staten Island
CUNY Hunter College¹
CUNY John Jay College Criminal Justice
CUNY Lehman College²
CUNY Medgar Evers College^{1 2}
CUNY New York City College of Technology²
CUNY Queens College
CUNY York College
Daemen College¹

Elmira College¹
Farmingdale State University of New York
Fordham University
Hamilton College
Hartwick College¹
Hobart and William Smith Colleges
Hofstra University
Houghton College¹
Iona College
Ithaca College
Keuka College
Laboratory Institute of Merchandising
Le Moyne College
Long Island University-Brooklyn Campus¹
Manhattanville College¹
Marist College
Marymount College of Fordham University
Marymount Manhattan College
Medaille College¹
Mercy College²
Molloy College
Mount Saint Mary College¹
Nazareth College of Rochester¹
New School, The
Niagara University
Pace University¹
Paul Smiths College¹
Polytechnic University¹
Roberts Wesleyan College
Rochester Institute of Technology
Russell Sage College
Sage College of Albany
Saint Bonaventure University
Saint Joseph's College¹
Saint Joseph's College-Suffolk Campus¹
Sarah Lawrence College
School of Visual Arts
Siena College¹
Skidmore College
State University of New York at Geneseo, The
St. Francis College
St. John's University-New York¹
St. Lawrence University
Stony Brook University¹
SUNY at Buffalo
SUNY College at Brockport¹
SUNY College at Old Westbury
SUNY College at Oneonta
SUNY College at Oswego¹
SUNY College at Plattsburgh
SUNY College at Purchase¹
SUNY College of Environmental Science and Forestry
SUNY Fredonia
SUNY Potsdam
SUNY-Buffalo State College¹
Syracuse University
Touro College
Union College
United States Merchant Marine Academy¹
United States Military Academy
Vassar College
Wagner College¹

Participating Colleges and Universities: 2000-2007 (continued)

Webb Institute

Wells College¹

North Carolina

Appalachian State University

Barton College¹

Belmont Abbey College

Bennett College for Women²

Campbell University Inc.

Catawba College

East Carolina University

Elizabeth City State University^{1 2}

Elon University

Fayetteville State University^{1 2}

Gardner-Webb University¹

Greensboro College¹

Guilford College¹

High Point University

Johnson C Smith University²

Lees-McRae College¹

Lenoir-Rhyne College

Livingstone College²

Mars Hill College

Meredith College¹

Methodist University

North Carolina A&T State University^{1 2}

North Carolina Central University²

North Carolina State University

Peace College

Pfeiffer University

Queens University of Charlotte

Salem College¹

St. Andrews Presbyterian College

University of North Carolina at Asheville

University of North Carolina at Chapel Hill

University of North Carolina at Charlotte

University of North Carolina at Greensboro

University of North Carolina at Pembroke

University of North Carolina Wilmington¹

Warren Wilson College¹

Western Carolina University¹

Wingate University

Winston-Salem State University^{1 2}

North Dakota

Dickinson State University¹

Mayville State University¹

Minot State University¹

North Dakota State University¹

University of Mary

University of North Dakota¹

Valley City State University¹

Ohio

Antioch College¹

Baldwin-Wallace College¹

Bowling Green State University¹

Capital University

Case Western Reserve University

Cedarville University¹

Central State University²

Cleveland State University

College of Mount St. Joseph

College of Wooster, The

Columbus College of Art and Design¹

Defiance College¹

Denison University¹

Franciscan University of Steubenville¹

Heidelberg College¹

Hiram College¹

John Carroll University¹

Kent State University¹

Kenyon College

Lourdes College¹

Malone College

Marietta College

Miami University-Oxford¹

Mount Union College¹

Notre Dame College¹

Ohio Christian University

Ohio Northern University¹

Ohio State University at Newark, The

Ohio State University, The

Ohio State University-Mansfield Campus

Ohio University

Ohio University-Zanesville Campus

Ohio Wesleyan University

Otterbein College

Tiffin University

University of Akron, The¹

University of Cincinnati¹

University of Dayton

University of Findlay, The

University of Toledo-Main Campus

Urbana University¹

Ursuline College¹

Walsh University

Wilmington College

Wittenberg University

Wright State University

Xavier University¹

Youngstown State University

Oklahoma

East Central University

Northwestern Oklahoma State University

Oklahoma City University¹

Oklahoma State University

Oral Roberts University

Rogers State University

Southeastern Oklahoma State University

Southern Nazarene University

University of Central Oklahoma

University of Oklahoma Norman Campus

University of Science and Arts of Oklahoma

University of Tulsa¹

Oregon

Concordia University

Eastern Oregon University¹

George Fox University¹

Lewis & Clark College

Linfield College

Northwest Christian College¹

Oregon State University¹

Pacific University¹

Portland State University¹

Southern Oregon University

University of Oregon

University of Portland

Warner Pacific College

Western Oregon University

Willamette University

Pennsylvania

Albright College

Allegheny College¹

Alvernia College

Arcadia University

Bloomsburg University of Pennsylvania

Bryn Mawr College

Bucknell University

Cabrini College

California University of Pennsylvania¹

Carnegie Mellon University

Cedar Crest College

Chatham College¹

Chestnut Hill College

Cheyney University of Pennsylvania²

College Misericordia

Delaware Valley College¹

Dickinson College

Drexel University¹

Duquesne University

Eastern University¹

Edinboro University of Pennsylvania

Elizabethtown College

Franklin and Marshall College

Gettysburg College

Grove City College¹

Gwynedd Mercy College

Holy Family University

Indiana University of Pennsylvania

Juniata College¹

Keystone College

La Roche College

La Salle University

Lafayette College

Lebanon Valley College

Lincoln University of Pennsylvania^{1 2}

Lock Haven University of Pennsylvania

Mansfield University of Pennsylvania

Marywood University

Mercyhurst College

Messiah College

Millersville University of Pennsylvania

Moore College of Art and Design

Moravian College and

Moravian Theological Seminary

Mount Aloysius College

Muhlenberg College

Neumann College¹

Pennsylvania College of Technology

Pennsylvania State University

Pennsylvania State University-Abington¹

Pennsylvania State University-Altoona

Pennsylvania State University-Berks¹

Pennsylvania State University-Erie,

The Behrend College

Philadelphia University¹

Point Park University

Robert Morris University
Rosemont College
Saint Francis University
Saint Joseph's University
Saint Vincent College¹
Seton Hill University
Shippensburg University of Pennsylvania
Slippery Rock University of Pennsylvania¹
Susquehanna University¹
Swarthmore College
Temple University
Thiel College¹
University of Pittsburgh
University of Pittsburgh-Bradford
University of Pittsburgh-Greensburg¹
University of Pittsburgh-Johnstown¹
University of Scranton
University of the Arts, The
University of the Sciences in Philadelphia
Ursinus College¹
Villanova University
Washington & Jefferson College
Waynesburg College
Widener University
Wilkes University
Wilson College
York College Pennsylvania

Puerto Rico

Inter American University of Puerto Rico-
Ponce Campus²
Inter American University of Puerto Rico-
San German²
Pontifical Catholic University of Puerto Rico-Ponce²
Universidad Del Este²
Universidad Politecnica de Puerto Rico²
University of Puerto Rico-Humacao^{1,2}
University of Puerto Rico-Mayaguez²
University of Puerto Rico-Ponce^{1,2}
University of Puerto Rico-Rio Piedras Campus¹
University of Puerto Rico-Utuado²

Rhode Island

Bryant University¹
Providence College
Rhode Island College
Rhode Island School of Design
Roger Williams University¹
Salve Regina University
University of Rhode Island

South Carolina

Anderson University
Benedict College²
Bob Jones University
Citadel, The Military College of South Carolina, The
Claflin University²
Clemson University
Coker College¹
College of Charleston
Columbia College¹
Columbia International University
Converse College¹
Francis Marion University
Furman University

Lander University
Limestone College
Morris College²
Presbyterian College¹
Southern Wesleyan University
University of South Carolina Aiken¹
University of South Carolina Columbia
University of South Carolina Upstate¹
University of South Carolina-Beaufort¹
Voorhees College^{1,2}
Winthrop University¹
Wofford College
South Dakota
Augustana College
Black Hills State University¹
Dakota State University¹
Dakota Wesleyan University
Mount Marty College
Northern State University¹
Oglala Lakota College²
South Dakota School of Mines and Technology¹
South Dakota State University¹
University of South Dakota¹

Tennessee

Austin Peay State University
Baptist Memorial College of Health Sciences¹
Belmont University¹
Bryan College¹
Christian Brothers University
East Tennessee State University
Fisk University
Johnson Bible College
Lane College²
Le Moyne-Owen College²
Lee University
Lincoln Memorial University
Lipscomb University¹
Martin Methodist College
Maryville College
Middle Tennessee State University
Milligan College¹
Rhodes College¹
Sewanee: The University of the South¹
Southern Adventist University¹
Tennessee State University²
Tennessee Technological University
Trevecca Nazarene University
Tusculum College¹
Union University
University of Memphis
University of Tennessee at Chattanooga, The¹
University of Tennessee Martin, The
University of Tennessee, The¹

Texas

Abilene Christian University¹
Angelo State University
Austin College¹
Baylor University
Concordia University at Austin
Hardin-Simmons University
Howard Payne University

Huston-Tillotson University²
Jarvis Christian College²
Lamar University
LeTourneau University
McMurry University¹
Northwood University-TX Campus
Our Lady of the Lake University-San Antonio²
Paul Quinn College
Prairie View A&M University^{1,2}
Rice University
Sam Houston State University¹
Southwestern Assemblies of God University
Southwestern University¹
St. Edward's University
St. Mary's University^{1,2}
Stephen F. Austin State University¹
Tarleton State University¹
Texas A&M International University^{1,2}
Texas A&M University
Texas A&M University-Commerce¹
Texas A&M University-Corpus Christi²
Texas A&M University-Galveston¹
Texas A&M University-Kingsville^{1,2}
Texas A&M University-Texarkana
Texas Christian University¹
Texas Lutheran University¹
Texas State University-San Marcos¹
Texas Tech University
Texas Woman's University¹
University of Dallas
University of Houston
University of Houston-Downtown^{1,2}
University of North Texas
University of St. Thomas²
University of Texas at Arlington, The¹
University of Texas at Austin, The¹
University of Texas at Brownsville, The
University of Texas at Dallas, The¹
University of Texas at El Paso, The²
University of Texas at San Antonio, The^{1,2}
University of Texas at Tyler, The¹
University of Texas of the Permian Basin, The²
University of Texas-Pan American, The^{1,2}
University of the Incarnate Word^{1,2}
West Texas A&M University¹
Wiley College^{1,2}

Utah

Brigham Young University¹
Southern Utah University
University of Utah
Utah State University¹
Weber State University
Western Governors University
Westminster College¹

Vermont

Bennington College
Champlain College
Johnson State College
Lyndon State College
Marlboro College
Middlebury College
Norwich University¹

Participating Colleges and Universities: 2000-2007 (continued)

Saint Michaels College
Sterling College
University of Vermont¹
Woodbury College

Virgin Islands

University of the Virgin Islands²

Virginia

Art Institute of Washington, The
Bridgewater College
Christopher Newport University
College of William and Mary
Eastern Mennonite University
Emory and Henry College
Ferrum College
George Mason University¹
Hampden-Sydney College¹
Hollins University
James Madison University
Liberty University
Longwood University¹
Lynchburg College
Mary Baldwin College
Marymount University¹
Norfolk State University^{1, 2}
Old Dominion University
Radford University¹
Randolph College
Randolph-Macon College
Roanoke College¹
Shenandoah University¹
Southern Virginia University¹
Sweet Briar College
University of Mary Washington
University of Richmond¹
University of Virginia
University of Virginia's College at Wise, The
Virginia Commonwealth University¹
Virginia Intermont College
Virginia Military Institute
Virginia Polytechnic Institute and State University
Virginia Union University²
Virginia Wesleyan College
Washington and Lee University¹

Washington

Central Washington University
Eastern Washington University
Evergreen State College, The¹
Gonzaga University
Heritage University^{1, 2}
Pacific Lutheran University
Seattle Pacific University¹
Seattle University
University of Puget Sound
University of Washington, Bothell
University of Washington Tacoma
University of Washington-Seattle
Washington State University¹
Western Washington University
Whitman College
Whitworth College¹

West Virginia

Bethany College¹
Concord University
Davis & Elkins College
Fairmont State University
Marshall University
Mountain State University¹
Shepherd University
University of Charleston¹
West Liberty State College
West Liberty State University
West Virginia University¹
West Virginia University Institute of Technology
West Virginia Wesleyan College¹
Wheeling Jesuit University¹

Wisconsin

Alverno College¹
Beloit College
Cardinal Stritch University
Carroll College¹
Carthage College
Concordia University-Wisconsin
Edgewood College¹
Lakeland College
Lawrence University
Marantha Baptist Bible College
Marian College of Fond du Lac¹
Marquette University
Milwaukee Institute of Art Design¹
Milwaukee School of Engineering
Mount Mary College¹
Northland College
Ripon College
University of Wisconsin-Eau Claire¹
University of Wisconsin-Green Bay¹
University of Wisconsin-La Crosse¹
University of Wisconsin-Madison
University of Wisconsin-Milwaukee¹
University of Wisconsin-Oshkosh¹
University of Wisconsin-Parkside¹
University of Wisconsin-Platteville¹
University of Wisconsin-River Falls¹
University of Wisconsin-Stevens Point¹
University of Wisconsin-Stout¹
University of Wisconsin-Superior
University of Wisconsin-Whitewater¹
Viterbo University
Wisconsin Lutheran College¹

Wyoming

University of Wyoming¹

Canada

Alberta

University of Alberta
University of Calgary¹
University of Lethbridge

British Columbia

Royal Roads University
Trinity Western University

University of British Columbia
University of Northern British Columbia
University of Victoria

Manitoba

The University of Manitoba

New Brunswick

Mount Allison University
St. Thomas University
University of New Brunswick - Fredericton Campus
University of New Brunswick - Saint John Campus

Nova Scotia

Acadia University
Dalhousie University

Ontario

Brescia University College
Brock University
Carleton University¹
Huron University College
King's University College at the University of Western Ontario
Lakehead University
Laurentian University/Université Laurentienne
McMaster's University
Nipissing University
Ontario College of Art and Design
Queen's University
Ryerson University
Trent University
University of Guelph
University of Ontario Institute of Technology
University of Ottawa/Université d'Ottawa
University of Toronto
University of Waterloo
University of Western Ontario
University of Windsor
Wilfrid Laurier University
York University

Quebec

Concordia University
McGill University
Université Laval

Prince Edward Island

University of Prince Edward Island¹

Saskatchewan

University of Regina
University of Saskatchewan

Lebanon

Lebanese American University¹

United Arab Emirates

The Petroleum Institute

¹ Participated in the Faculty Survey of Student Engagement (FSSE)

² Participating in the Building Engagement and Attainment of Minority Students project (BEAMS)

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